



European Agency for Development in Special Needs Education

# ***TEACHER EDUCATION FOR INCLUSION IN SPAIN.***

*State of the art and  
challenges.*

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# OBJECTIVES

- TO *INFORM* YOU ABOUT SOMME CHARACTERISTICS OF *SPANISH EDUCATIONAL SYSTEM* REGARDING INCLUSIVE EDUCATION AND TEACHER EDUCATION
- TO *SHARE* MAIN *CHALENGUES* ABOUT TEACHER EDUCATION FOR INCLUSION, MOST OF WHICH ARE COMMON WITH OTHER COUNTRIES PARTICIPATING IN OUR ***TE4I PROJECT***
- TO *CONTRIBUITE TO REFLECT* UPON THE ROLE OF PROFILE OF COMPETENCES WE HAVE DEVELOP WITHIN ***TE4I***

# PRELIMINARY CONSIDERATIONS

- THANK TO MY COLLEAGUES FROM **Red CIES** TO ALLOW ME TO SPEAK ON BEHIND OF THE GROUP
- ALL OF US KNOW WELL **THE COMPLEXITY OF SUBJECTS RELATED WITH *TE4I***, SO IT'S IMPOSSIBLE TO FACE ALL *PERPECSTIVES* INVOLVED ON IT, IN THE SHORT TIME I HAVE.
- FULL INFORMATION ABOUT OUR EDUCATIONAL SYSTEM IS AVAILABLE ON **EURYDICE**, BESIDES WITH OUR NATIONAL REPORT FOR THIS PROYECT
- I WOULD LIKE TO CONCENTRATE ON THOSE ASPECTS WE CONSIDERED MOST RELEVANT TO ***PROMOTE A SHARE REFLECTION***

# SPANISH EDUCATIONAL SYSTEM

## BASIC INFORMATION

# “CUASI FEDERAL STRUCTURE OF THE SPANISH STATE

- In Spain, there is a **division of powers** between central government and “*regional*” governments (Autonomous Communities AA.CC).
- Within the framework of our national LOE, each AA. CC has establish their own “regional” laws and educational politics.
- So it can be said that we have now “17+1, more o less, different Spanish educational systems”

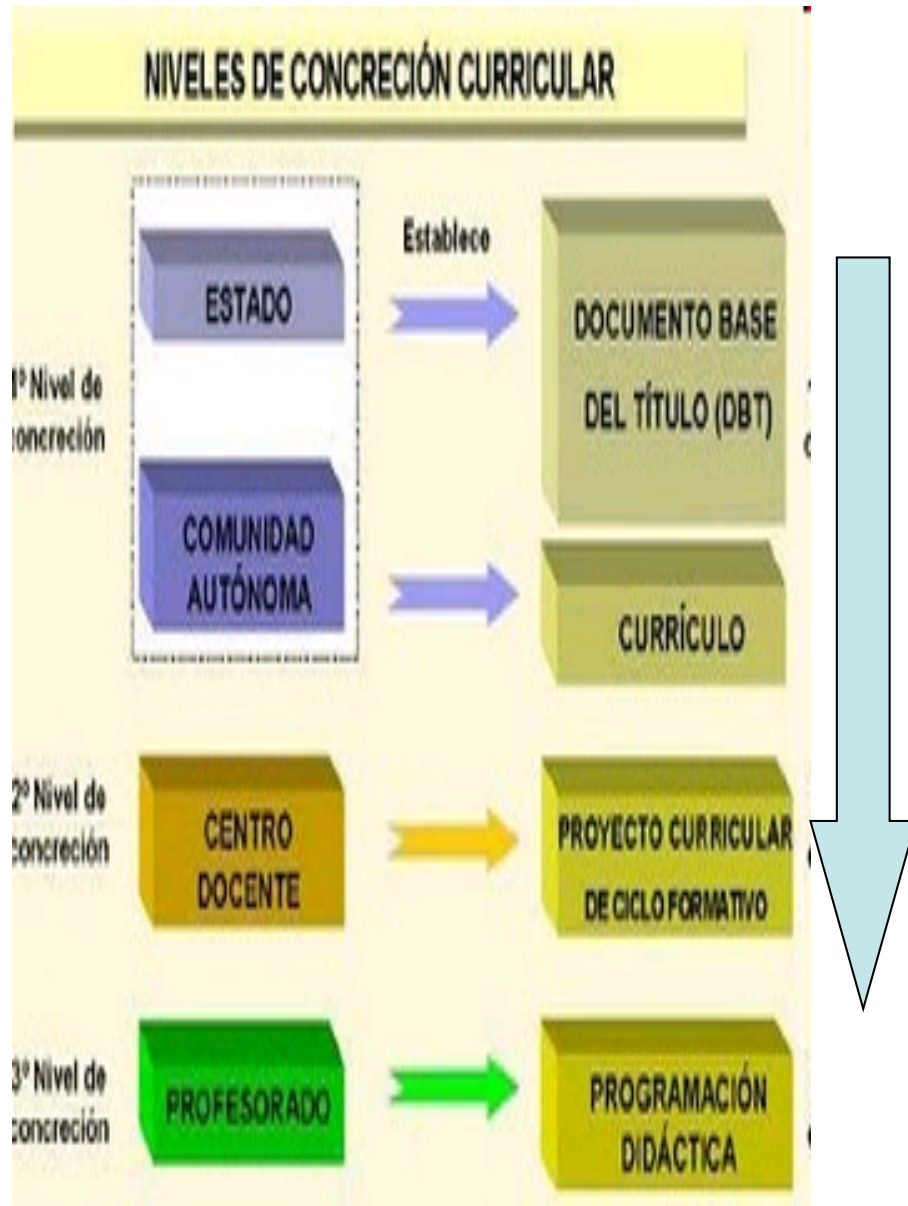


# EDUCATIONAL LEVELS

Kindergarten	(0 – 3 yrs)
Pre-Scholar/Infantil	(3 – 6 yrs)
Primary	(6 – 12 yrs) Compulsory
E.S.O.	(12 – 16 yrs) Compulsory
Bachillerato/ Ciclos Formativos de Grado Medio	(16 – 18 yrs)
University (Diplomatura 3 yrs) Ciclos Formativos de Grado Superior	(18 – 21 + yrs)
University (Licenciatura 2 yrs) University Post Degree (2 yrs)	(18 – 22 + yrs)

- Compulsory education is free of charge from 6 to 16 years old (10 grades: 6 for primary education, 4 for compulsory secondary education).
- Near 100% pupils from 3 to 6 year old are in infant education.
- There are three kinds of school: *state* schools. (“públicas”); *private by funded by the state*, (“concertadas”). and *totally private*

# CURRICULUM



- In order to ensure equality of opportunities and pupils/students' mobility across the country (there are some Spanish Autonomous Communities with a different official language besides Spanish) **each Autonomous Community is responsible for setting about 50% of the curriculum content.**
- The core curriculum in each AA.CC is **flexible** and must be **adapted by schools** in order to **fit provisions** to a wide range of cultural context and pupils/students' abilities, motivation, mother tongue, place of birth, etc.
- Teachers are "forced" by law to adapt their programmes to pupils with **special educational needs (SEN)**

# AN EQUITY AND INCLUSIVE SYSTEM

- It can be said that from the **early 90's** the Spanish education system is in the process of **moving towards a more equity and inclusive system**, though for more than twenty years "***attention to diversity***" has been the term in use.
- Spain it's recognised as having **one of the more equity systems in Europe** (regarding PISA analysis)
- "**Inclusive education**" is a key principle within the Spanish educational system, as it's recognised in our main national educative law (LOE, 2006).



# AN EQUITY AND INCLUSIVE SYSTEM

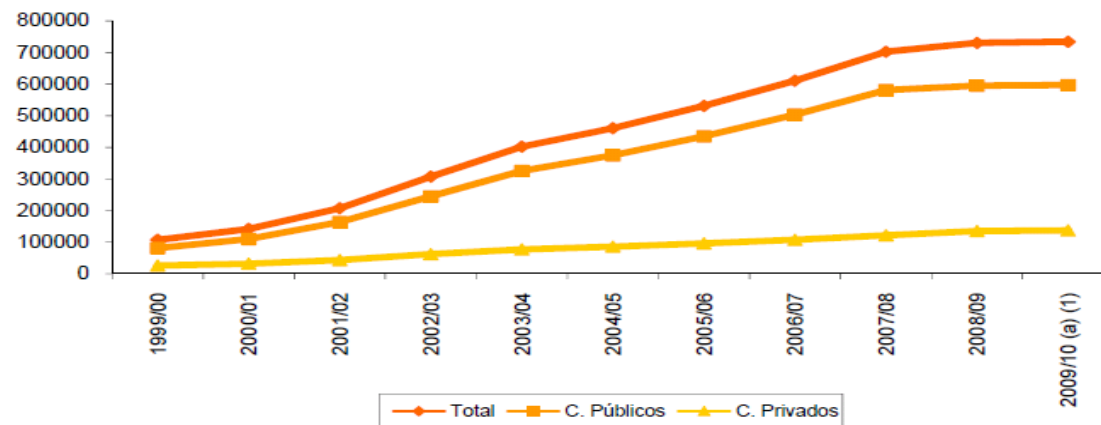


- There are ‘**school integration/inclusion’ active policies**, focused on vulnerable collectives, including **three** large or significant **groups** of pupils/students:
  - The first of them, those considered to have special educational needs (**SEN**), usually linked to learning difficulties, disabilities or developmental disorders, but also those more able.

# AN EQUITY AND INCLUSIVE SYSTEM

The second one is related to those pupils with families with a *non- EU background*, who in the past ten years have undergone a steady increase, reaching **10% of the total school-age population** (near 750.000)

GRÁFICO 1. EVOLUCIÓN DE LA PRESENCIA DEL ALUMNADO EXTRANJERO MATRICULADO EN LAS ENSEÑANZAS NO UNIVERSITARIAS SEGÚN TITULARIDAD DEL CENTRO. AÑOS 1999-2010



(a) Datos avance

(1) No se incluye el alumnado extranjero de primer ciclo de Educación Infantil, por no disponer de esta información.

Fuente: Elaboración IFIIE a partir de las Estadísticas de la Educación en España. 2009/10. Datos Avance

# AN EQUITY AND INCLUSIVE SYSTEM, ***BUT...*** WITH GREAT SCHOOL FAILURE RATES

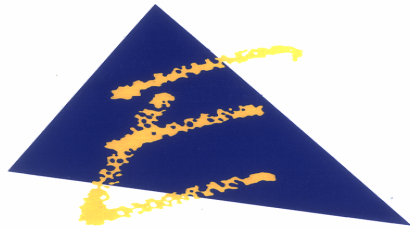
- The third group those pupils in socially disadvantaged backgrounds, especially the **Roma people**, the largest ethnic minority in our country.
- All this policies occur at the same time that we have one of the largest rates of school failure in Europe: around **25-30% of whole school population at the end of compulsory education**



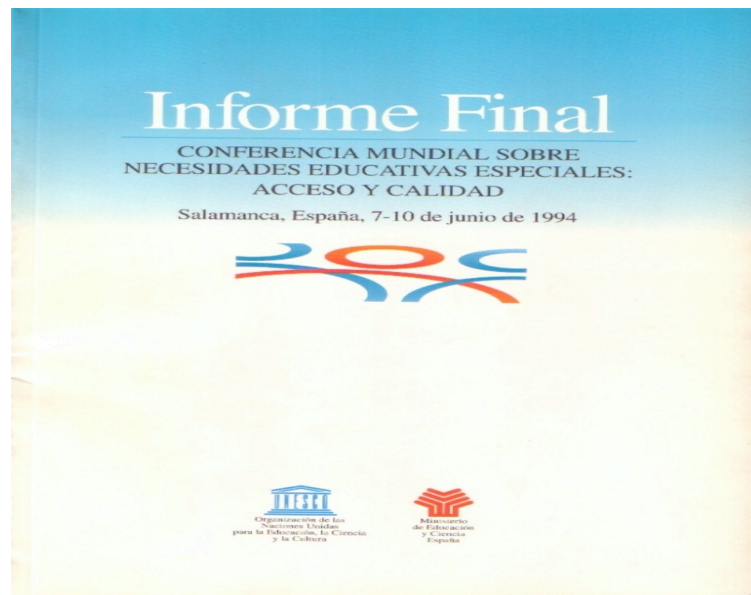


# SPECIAL EDUCATIONAL NEEDS

Las Necesidades Educativas Especiales  
en la Reforma del Sistema Educativo



  
CENTRO NACIONAL de RECURSOS  
PARA la EDUCACIÓN ESPECIAL



- Regarding S.E.N. Spain started in 1985 (26 *year back*) a policy of “integration of SEN”.
- Spain has an important role promoting UNESCO *Salamanca International Conference* (1994).
- Although ***good intentions***, **“special education”** remains as the framework to deal with inclusive education of S.E.N students.

- The Spanish educational system with regard to SEN students has a structure that the *European Agency* has named in some of its studies - *multi-track*, in the sense that these pupils/students can be enrolled:

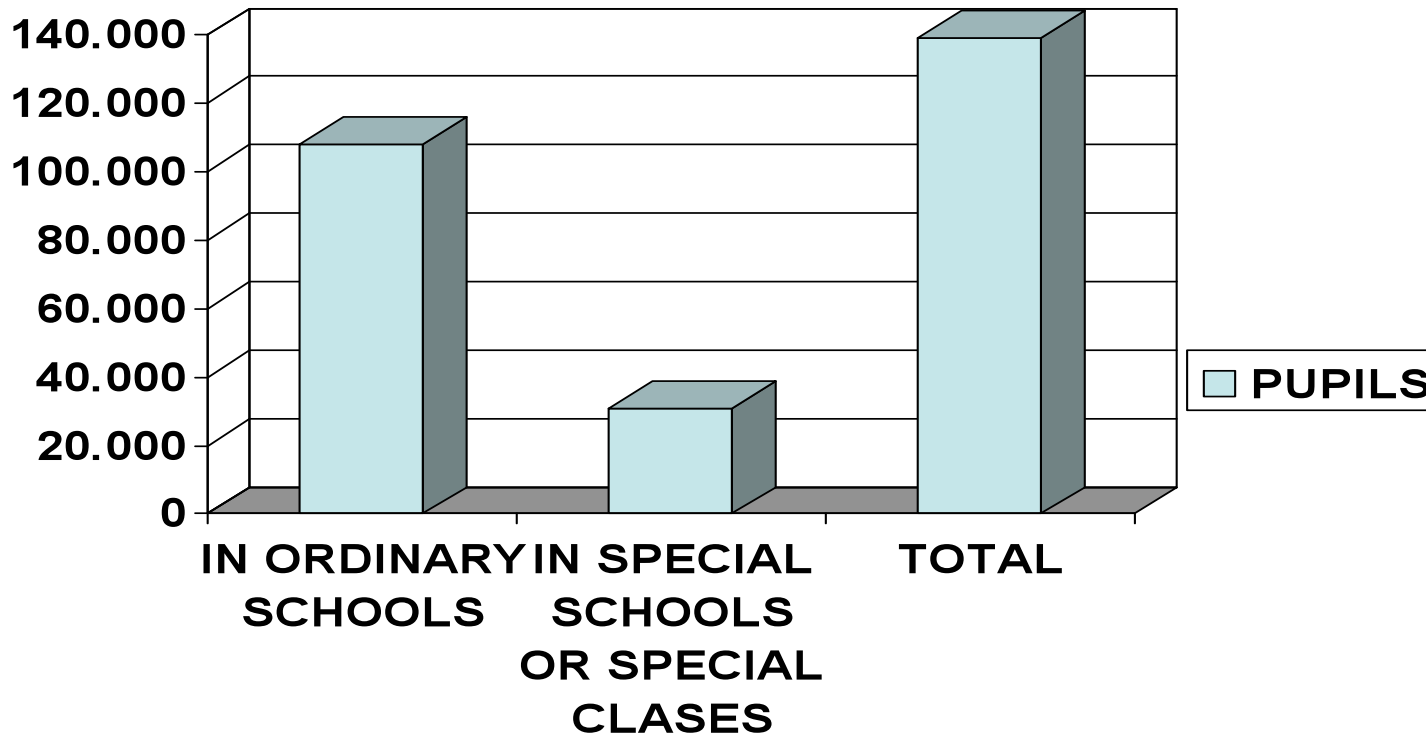
- In **mainstream schools** with almost full integration into all school activities and following the school core curriculum
- In '**specific classrooms**' (with different names) for pupils in need of ongoing educational support in some periods of their timetable combined with mainstream classes
- In **special schools** for special needs education in both public schools and publicly funded private schools.

## S.E.N. POLICY



# S.E.N. FIGURES

Source: Ministry of Education Statistics. 2008/2009

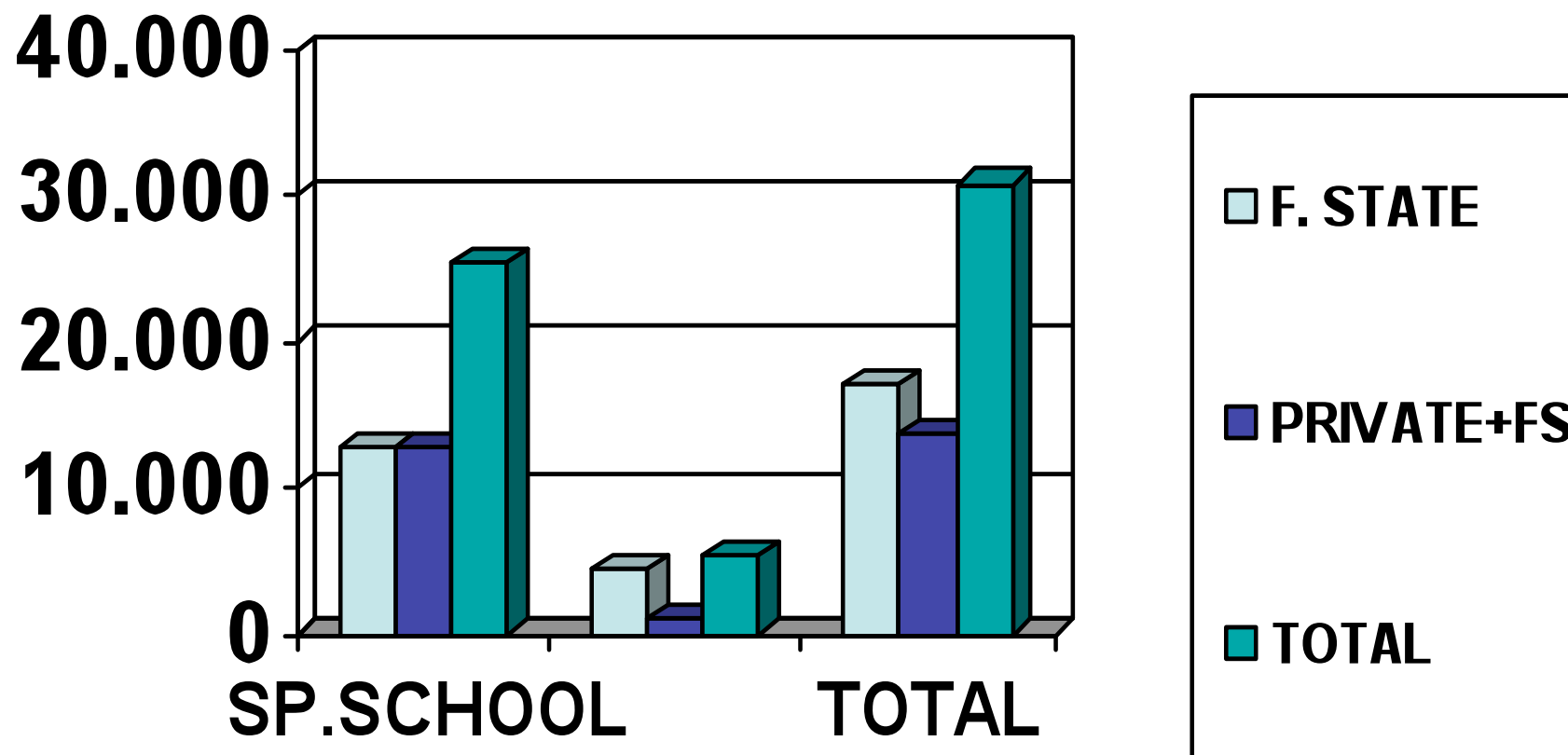


- As average 76% (+-) of S.E.N, students are in ordinary schools (all levels). 25% in Special Schools or special classes in ordinary schools.
- “*Meaningful* differences among different CC. AA. Example: Galicia, 15% in Special Schools. Cataluña: 41% in Special Schools.

# S.E.N. FIGURES

Source: *Ministry of Education Statistics*. 2008/2009

S.E.N. Pupils in Special school and classes regarding type of school



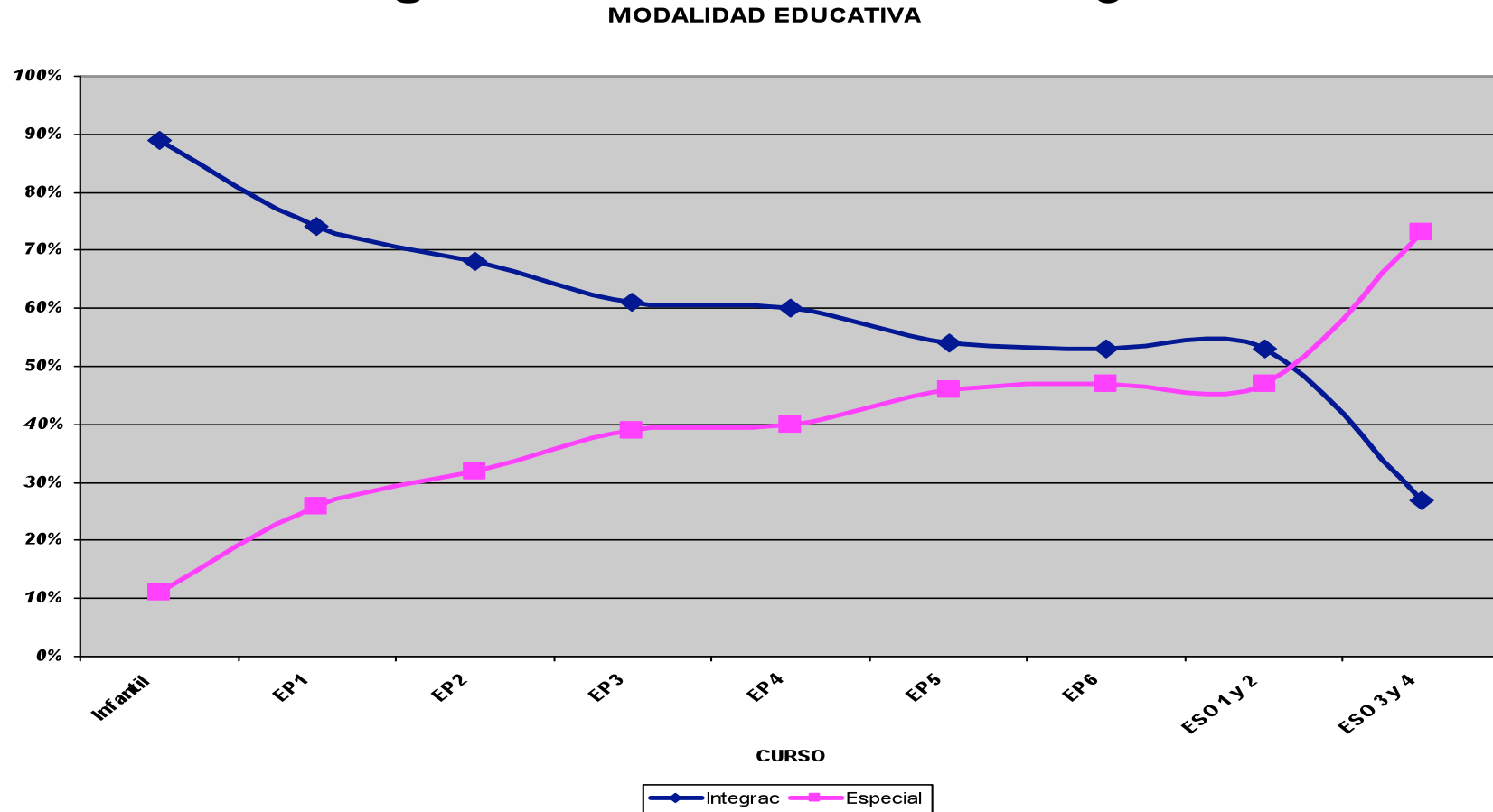
# TEACHERS BELIEVES AND PRACTICES ON S.E.N.

- When talking about inclusion, many teachers at all educational levels quite often just think about certain '***special pupils and measures***', whereas attention to diversity (inclusive education) should be an ordinary general activity
- It still remains an educative approach based on the *belief* that the most suitable way to improve the education of all, is through ***separate responsibilities***: mainstream teachers would be in charge of 'normal' pupils and special teachers of those with a variety of special needs.



# CONCERNS

- The inclusion of S.E.N. pupils, particularly those more vulnerable (i.e., Intellectual or developmental disability) **is stuck, particularly at secondary education level.**
- Many families are very worried about the way that educational administrations are facing de **inclusive education rights** of their sons and daughters.



# INITIAL TEACHER EDUCATION IN SPAIN

*OLD AND NEW WAY OF  
THINKING*

# INITIAL TEACHER TRAINING

## *Time of Changes*

- The plans just still in force at the majority of Spanish universities for teacher education programmes for preschool and primary education teachers were approved in the **early 90's**, (¡30 years ago!), at the beginning of the education reform in Spain .
- This teachers' training was also organised by specialisations: one speciality for 'tutors' in primary and preschool education, one for 'specialist' teachers of music, foreign languages, P.E, and ***one for those in charge of pupils with SEN.***
- The name for the last of these shows the kind of expertise required; '***Pedagogical Therapy Teachers***'

# ALL “TUTORS” MUST BE PREPARED TO BE INCLUSIVE TEACHERS ¿?



In the “old times”, and in order to prepare teacher to “integration”, the programme for all teachers, comprised a specific subject for it.

It had as much 9 credits (90 hours) within a 240 credit curriculum framework (2400 hours, **3 years course**). This means less than 4% of initial training.

The subject was called ‘***Special Education Psycho-pedagogical Bases***’

# INITIAL TEACHER TRAINING.

## ***Special*** teacher for ***special*** pupils



- The special teachers were trained in the same faculties as “normal” teachers. They would be expected to work as ***support teachers*** at mainstream schools ***or tutors in segregated schools.***

This **separateness during the initial training** has slightly contributed to the development of mainstream teachers’ skills in inclusive practices and, on the contrary, ***has contributed in keeping the traditional approaches*** when addressing diversity.

# ***“HORRIBILIS”*** TEACHER EDUCATION FOR SECONDARY TEACHER

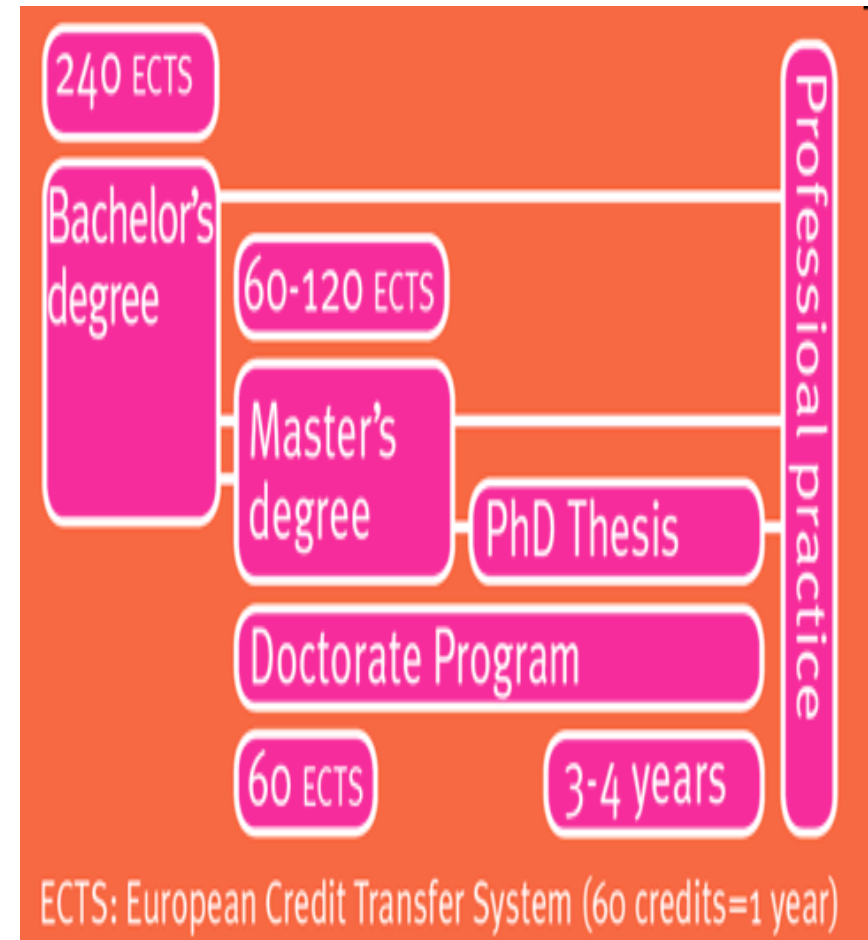


- **IF** initial training for preschool and primary teachers could be considered poor concerning inclusive practices, it is not an over exaggeration to say that the initial training for secondary teachers was, at this respect ***“horrible”***, regarding to their training in didactics and psycho-pedagogical knowledge.



# NEW TIMES, NEW DEGREES FOR TEACHER EDUCATION. ***ONE STEP AHEAD***

- A new system for Teacher Education, within EEES, is just starting in Spain.
- Two new degrees of 240ECTS ( 4 years course): infant teacher or primary teacher
- To work at secondary education it's needed an “disciplinary” degree plus+ a Master course (60ECTS)
- New degrees for teachers are orientated by a new competences framework and **some of them close related to the competences we have defined in our *TE4I* project**



# ¿NEW WINE IN OLD WINESKIN ?



Man with Wineskin by [Niko Pirosmiani](#)

- BUT...We have found few explicit references to the term '*inclusion*' or '*inclusive education*' when reviewing the courses related to the most relevant skills for inclusion in some new degrees
- Most of these courses they seem to be linked to the '*evolution of special needs education and school integration of pupils with SEN*', which **AGAIN** suggests that this reference is connected to a 'restrictive' view of the processes of inclusive education.



# ¿NEW WINE IN OLD WINESKIN ?



Man with Wineskin by [Niko Pirosmiani](#)

- These courses seems to be an small part of the basic training (6 to 12 ECTS) in a 240 ECTS degree (5%) , which foresees, again, very limited training in the development of the associated complex skills on inclusive processes.
- Some universities have provided the implementation of some *optional specialised training plans*, between 30 and 45 ECTS, some of them close to education for inclusion.

# INITIAL TEACHER EDUCATION IN SPAIN

¡ SOME CHALENGUES !



# CONTENT OF INITIAL TEACHER EDUCATION:

## *Infuse or specific courses?*

- As Sweden reports, the issues around diversity and inclusion are still most often discussed during special needs courses, rather than in all general courses.
- Sure there is a danger in letting these fundamental issues be treated in a single course; but the alternative is to 'infuse' the inclusion issue through all courses, with the risk that the impact is reduced or the focus lost entirely.
- We think that such courses do have a positive impact on skills, knowledge and attitudes, which 'carries over' into other courses and into their practical work. ***Do you agree? Which one are the more appropriate content for those***



# FOR TEACHERS EDUCATORS

- ¡*To be a real “model”* of an inclusive teacher for their students!. That is, show in our teaching practices the inclusive values, principles and methodologies we taught about.
- Today many colleagues, teacher educators as we are, have ‘*traditional*’ views of their role and any courses attempting to address inclusion and diversity issues remain ‘bolt on’, with limited impact on the thinking of students.
- In this regard, **promote, and sustain collaborative practices** between teachers educators on general courses and those working in specific issues related to inclusive education is crucial. ***How do we initiate this collaboration?***



# FROM COMPETENCES TO PRACTICE

- It should be necessary to establish a clear and measurable **set of indicators or standards criteria** to assess whether the students enrolled in the degrees or Masters degrees, are competent enough in the proposed skills, values and knowledge
- Without these assessment processes, it's more than likely that Teacher Educator Institutions to continue doing '*more of the same*', so that students complete their studies without enough basic training to meet the complex demands of a more inclusive education.
- ***How do we teach and asses values?.***



# TEACHING PRACTICE & OUR ROLE AS TEACHER EDUCATORS

- The development of our set of competences need that theory and practice could be effectively integrated and consistently supported by all parts of the training.
- Training experiences in school placements is a key to the quality of initial training.
- Many countries, Spain among them, report difficulties in finding sufficient high-quality placements, able to modelling inclusive practice.
- ***Do we wait, “at home”, for these inclusive developments at the schools level, or do we involve in local development plans to facilitate these school practice ? What are the key factors for a close and positive relationship between universities/colleges and schools***





# *“THE BEST MORAL ARGUMENTE IT’S ACTION” (T. Booth)*

- Red CIES is a *network* of teacher educators wanted to collaborate in promoting inclusive education.
- Most of us are involved in school development plans.
- Tomorrow we will have the opportunity to visit some Scholl in which our colleague Angeles Parrilla and the Galicia ‘team of our *network* is deeply involve
- But Angeles Parrilla will explain these details later on.
- TANK YOU VERY MUCH FOR YOUR ATTENTION

