

PIL

# Profile of inclusive teachers

Some Spanish analysis

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# Some challenges for an inclusive school

## ► Access for being a teacher

Primary: 4 years university pedagogically oriented

Secondary:: a degree + Master

## ► Teachers training: it implies all the teachers in a school..

## ► School organizations

Difficulties: Secondary Education

## ► Methodology

## ► Resources and materials for teachers ([www.leer.es](http://www.leer.es))

# Background

The Ministry of Education is responsible for:

Common (core) curriculum

(at least 55% of each Autonomous Community Curriculum)



# Spanish core curriculum. Structure

## Primary / Secondary Compulsory Education

### 1. Basic competences

1. *Linguistic competence*
2. Mathematical competence
3. Knowledge and interaction with the physical world
4. Data processing and digital competence
5. Interpersonal and civic competence
6. Cultural expression
7. Learning-to-learn
8. Autonomy and entrepreneurship

### 2. Subjects

1. **Contribution** of that specific subject **to** the most relevant **basic competences** related with this subject.

2. **General objectives**

3. **Contents**

4. **Assessment criteria**

Shows the level of the content acquisition.

By cycles in Primary

By school years in Secondary

### Report of the Council and the Commission on the implementation of the "Education & Training 2010" work programme

A **good level of literacy** is the basis for the acquisition of **key competences** and for lifelong learning and thus needs to be ensured from the earliest age. Therefore a continuing **major source of concern is the deteriorating performance in reading skills** compared to the 2010 EU benchmark.

Brussels, 18th January 2010

# 21st Century literacies

**We do not read in the same way a novel, a lab experiment, a piece of news, a blog, a website, or the results in a browser...**

**Students with disabilities need extra help so that digital divide does not imply another disadvantage.**



# Assessment criteria

## End of Primary Education (example)

Narrate, explain, describe, summarise, and present opinions and information in written texts related to everyday and school situations in an ordered and satisfactory way, relating the sentences, making a habit of planning and revising the texts, and of taking care with grammar and spelling rules and formal aspects, whether on paper or in digital format.

Students should be able to **write their own texts** about interpersonal relationships in the classroom (letters, rules, programmes of activities, announcements, plans for group work), texts linked to the social media -referring to facts close to their experience (news items, interviews, book and music reviews, letters to the editor) and also those commonly used in other areas of learning. Special attention should be given to evaluating the ability to compose texts which permit them to progress in their autonomy to learn -summaries, outlines, reports, descriptions or explanations.

# Language in other subjects

## End of Secondary Compulsory Education (examples)

### Mathematics

- Plan and use reasoning processes and problem-solving strategies such as the emission and justification of hypothesis or generalisation, and express verbally, in a precise and rigorous manner, reasoning, quantitative relationships and information which incorporates mathematical elements, evaluating the usefulness and simplicity of the mathematical language for this process.

This aims to evaluate the capacity to plan the way to solve a problem, understand the mathematical relations and venture and check hypothesis by trusting one's own ability and intuition. It also tries to evaluate the precision and rigour of the language used to express all types of information that contain quantities, measurements, numerical and spatial relationships, as well as strategies and the reasoning used in the solution of a problem.

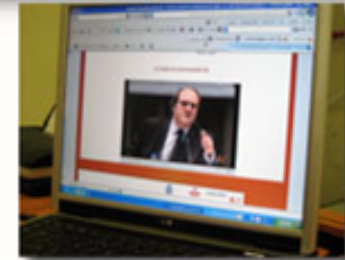




# Webcast de formación

Aprendizaje y enseñanza de la lectura

Docentes > Formación > Webcast >



## Webcast

Enseñar a comprender

Prácticas letradas  
contemporáneas

Leer para aprender

Planes de lectura

Asesoría de formación

Evaluación de la  
comprensión lectora

Leer en la era digital

Declaración por la lectura

## Presentación del webcast

Este webcast es un recurso de formación apoyado en vídeos.



<http://videos.leerweb.laviniainteractiva.com/>

# Why webcasts?

It is a very useful device for teacher training (both initial and in-service)

What do we try to show?

Examples of good practices in the classroom

Voices:

Teachers

Experts

Students

Short videos (no more than 2-3 minutes) linked to ppt. articles, and social networking comments.