Preparing teacher educators for diversity: competencies and challenges

Teacher Training, Research and Educational Innovation Institute – Spain

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Attention to Diversity

LOE (Act of Education)

- Quality of education for all through equity and equal opportunities.
- Face new challenges and difficulties.
- Attend students’ necessities.
- Respect students’ physical, cognitive and affective development.
- Respect students’ learning styles and pace.
- Provide them with the required educational support.

Attention to Diversity is the core of teachers and teacher educators’ training.
Teacher training in Spain

Initial Teacher Training

- Degree in Primary schools teaching (240ECTS)
- MA in Secondary schools teaching
  (Ongoing implementation in universities)

Teacher Training

Teacher Development

- Top-down and bottom-up strategies
- Horizontal strategies
Competencies required in initial teacher training

Degree in Primary schools teaching

23 specific competencies grouped into:
- how to do
- how to be
- how to act

(Specified by ANECA)

MA in Secondary schools teaching
(On-going implementation in universities)

Competencies related with the subject.
(Specified by ANECA)

Competencies related with learning (Not specified by ANECA)
Teacher competencies related to attention to diversity

- Ability to understand the complexity of the educational processes.
- Respect towards the students' cultural and personal differences.
- Design and development of educational projects and didactic units which adapt the curriculum to the socio-cultural context.
- Capacity to promote the students' autonomous learning in the light of the objectives and contents, developing strategies that avoid exclusion and discrimination.
- Capacity to organize reinforcement activities in the framework of education inclusion.
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Teacher Development

- Top-down and bottom-up strategies
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Academic

Multidirectional, flexible
There is no specific unit to prepare teacher educators, but a synergic feedback system.
Organisation of teacher development

There is no specific unit to prepare teacher educators, but a synergic feedback system
What competencies should a teacher educator have developed?

- Ability to diagnose and analyse training needs and plan teaching modalities and strategies.
- Contextualised syllabus design
- Ability to provide students with learning opportunities adapted to their individual, group and centres’ characteristics.
- Communication abilities. Active listening.
- Ability to assess learning processes and making improvement decisions.
- Ability to manage ICT.

Master in Trainers’ training for teachers development: Universitat de Barcelona
Which specific competencies are related to attention to diversity?
Which specific competencies are related to attention to diversity?

... but, which diversity?
Diversity

- Learning styles
- Individual differences
- Disability
- Unique school location
- Socioeconomic background
- Cultural origin
- Mother tongue
- Familiar context
Which specific competencies are related to attention to diversity?

• To evaluate psicopedagogical situations related to the development of training programmes.
• To detect advice and intervene in difficult situations related to the learning and training process.
• To analyze training context, detecting and getting involved in measures that may affect school effectiveness and social cohesion.
• To work within networks with other professionals.

Master on intervention and psicopedagogical advise to professionals organized by the Universitat Autònoma de Barcelona, la Asociación Aragonesa de Psicopedagogía e ISEP.
How to meet the requirements to provide this attention?

Lifelong learning competences:
- Learning to learn
- Collaborative work
- ICT

Teachers from all profiles
- Educational and clinical psychologists
- Psychopaedagogists
- Social workers
- Translators
- Doctors and nurses
- Chiropractics

Multidisciplinary team
How are these competencies acquired and updated?

- Further higher education: regulated by national standards, eg. Master UAB
- Cooperative learning: National network of counsellors and teacher trainers
- Specific training for the introduction of institutionalised innovative experiences adapted to the very context of each centre.
- Self-learning and technical update: Free courses funded by the Ministry/regional administrations
- Research: Academic and school driven, recognised by national and regional awards or journal publications.
- Workshops, conferences, congresses... public or private funded, to exchange experiences and good practices.
## dynamic feedback cycle in teacher development

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<thead>
<tr>
<th>Bottom-up</th>
<th>Up-down</th>
<th>Horizontal</th>
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<td>• Researchers and academics use real classrooms for their empirical work and develop their theories.</td>
<td>• Counsellors and teachers need technical updating from academic research and policy makers.</td>
<td>• Collaboration among schools, teacher training units and universities.</td>
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<td>• Counsellors consult teachers about their training demands and the needs presented in their centres.</td>
<td>• Teachers demand counsellor’s help to deal with diversity issues.</td>
<td>• All of the latter participate through different learning formats, favouring e-learning and conferences.</td>
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<td>• Registering good practice in schools to analyse.</td>
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dynamic feedback cycle in teacher development

universities

Consumers and producers of knowledge

teacher training units

schools
challenges and solutions (2010-2013)
challenges

- To identify relevant societal changes which can have an influence on the educational system.
- To determine the influence of these social changes on students’ educational necessities such as cultural diversity, late entries into the education system, students who have serious language problems or lack basic competencies and knowledge.
- To appoint the most effective educational strategies to tackle these necessities. Some measures would be: cooperative working in heterogeneous groups, flexible groupings, specific support in classrooms, linguistic immersion and individual curricular adaptations.
- To organize teachers and teacher educators’ training formats to design new strategies and to apply the ones that have been appointed.
crucial aims

Improving our student’s achievements.

Reducing dropout rates.

Encouraging post compulsory education in vocational studies.
solutions (2010-2013)

- Free schooling for children 0-3 years old (Educa3)
- Early assessment of special needs plan
- Improvement of literacy skills (www.leer.es)
- Key competences improvement plan
- Reinforcement, counselling and monitoring plans
- Talented students support programme
- Drop-out prevention programme
- Development of attention to diversity programmes in schools
- Contract programmes
- Promote vocational studies
conclusions

- The Spanish model is dynamic and multifaceted due to the necessity to include all students.

- Teacher training depends on synergic feedback cycles among different stakeholders.

- This system has prevailed to favour diversity of initiatives and to find adjustment between theory and practice.
References
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Plan de actuacion del IFIIE (2010-2011)
   Available at www.educacion.es/cide/index.htm

Legal documents
Ley Orgánica de Educación de 2006 (LOE)
Thank you for your attention.

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http://www.educacion.es/cide/index.htm