SPANISH EDUCATION SYSTEM. AN OVERVIEW.

María Teresa Ortego Antón, PhD
University of Valladolid
Department of French and German
Faculty of Translation and Interpreting. Faculty of Education
Campus Duques de Soria s/n
42003 Soria, Spain
tortego@lesp.uva.es

NUI Maynooth, 29th-30th April 2014.

1. INTRODUCTION (I)
Where is Spain?

UVa

1. INTRODUCTION (II)
Where is Spain?
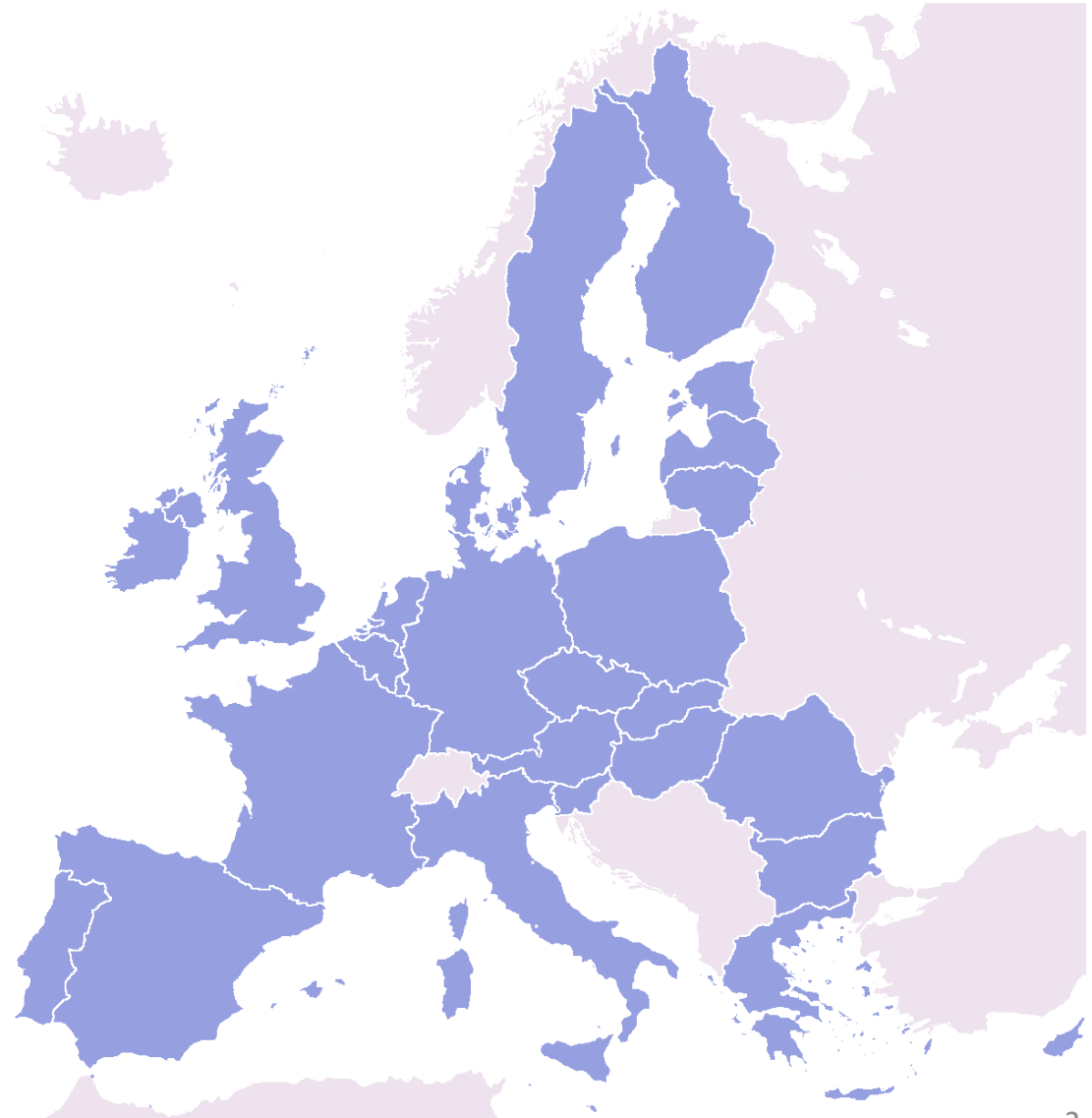
1. INTRODUCTION (III)
Territorial division of Spain

1. INTRODUCTION (IV)
Castille and Leon (CyL)

UVa

1. INTRODUCTION (V)
Where is the University of Valladolid?

Faculty of Translation and Interpreting / Faculty of Education
Campus Duques de Soria s/n
42003 Soria, Spain

UVa

2. SPANISH EDUCATION SYSTEM (I)

- General laws:
  - *LOE (Organic Law of Education)*, available at http://planipolis.iiep.unesco.org/upload/Spain/Spain_LOE_eng.pdf
  - *LOMCE* (new Law which will take effect next academic year)

- Each autonomous community has got its own laws → Focus on Castille and Leon
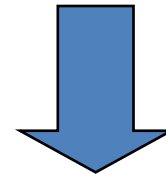
UVa

2. SPANISH EDUCATION SYSTEM (II):
Decentralised model of education

DISTRIBUTION OF RESPONSIBILITIES IN EDUCATION

CENTRAL GOVERNMENT
Central government retains responsibility for the general organization of the Education System

- Minimum requirements for schools.
- Establishment of common educational standards.
- General planning of education and regulation of academic and professional qualifications.
- International cooperation in education, etc.

8

2. SPANISH EDUCATION SYSTEM (III)

UVa

AUTONOMOUS REGIONS
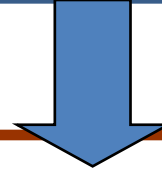
- Administrative responsibility within their territories.

- Creation and authorization of institutions.

- Staff management.

- Curriculum development.

- Student guidance and support.

- Financial support and aids, etc.

9

2. SPANISH EDUCATION SYSTEM (IV)

LOCAL ADMINISTRATION

- Provision of sites for building public institutions, maintenance and refurbishment of pre-primary and primary schools.

- Planning extracurricular and supplementary activities.

- Monitoring compulsory schooling, etc.

SCHOOLS

- Schools are autonomous in organisational, educational and financial matters.

- The aim of such autonomy is to achieve a better adaptation and better use of allocated resources, as well as to facilitate a model of educational action which best meets the students' needs and the characteristics of the school environment.

10

2. SPANISH EDUCATION SYSTEM (V)

UVa

Schools in Spain can be divided into 3 categories:

STATE SCHOOLS LAICAL AND FREE

Educate nearly 70% of students

PRIVATELY RUN SCHOOLS FUNDED BY THE STATE
Educate around 25% of students

PURELY PRIVATE SCHOOLS
Educate around 5% of students
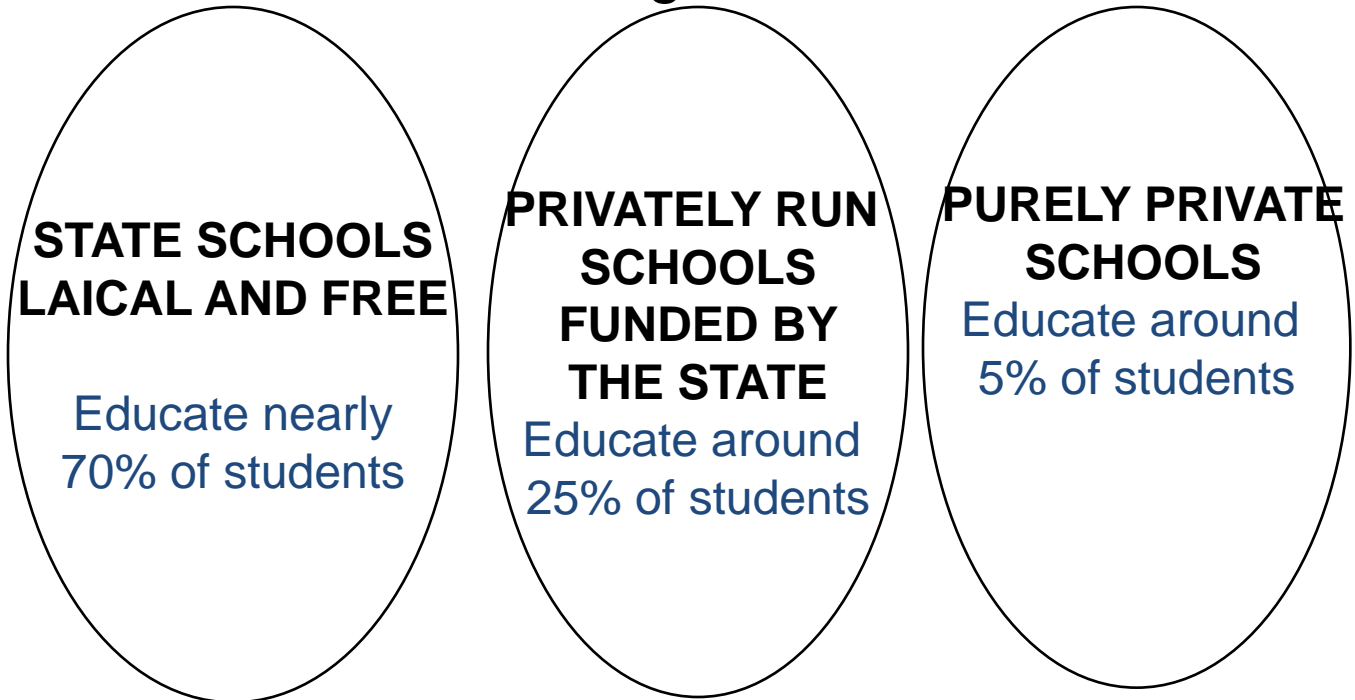
- All non-university state education is free, and the government pays part of the children's books in the Primary Education.
- With the new policies of restriction, it changing each year.

11

UVa

2. SPANISH EDUCATION SYSTEM (VI): ESTABLISHMENTS

- Infant Education (0-6)
- Primary Education (6-12)

School (Colegio de Educación Infantil y Primaria, CEIP)

- Compulsory Secondary Education (12-16)
- Post Compulsory Secondary Education(16-18)

High school (Instituto de Educación Secundaria, IES)

- University studies (+18 years) ⟶ *University*

12

2. SPANISH EDUCATION SYSTEM (VII): ESTABLISHMENTS
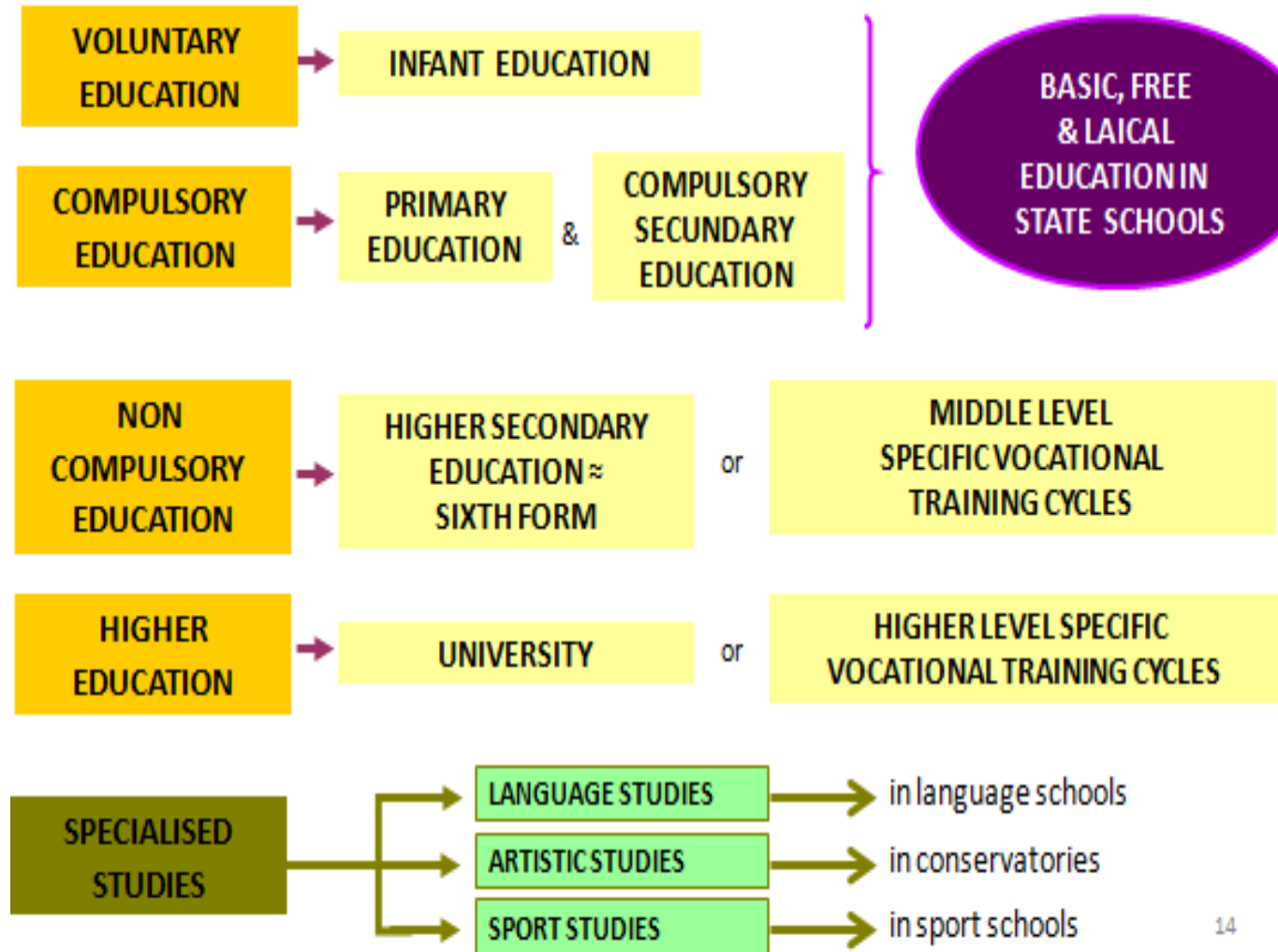
UVa

- *Colegio, abbreviated to CEIP,* for:

  – Infant Education *(Educación Infantil)*

  – Primary Education *(Educación Primaria)*

- *Instituto, abbreviated to IES, for:*

  – Compulsory Secondary Education *(ESO)*

  – Higher Secondary Education ≈ Sixth Form *(Bachillerato)*
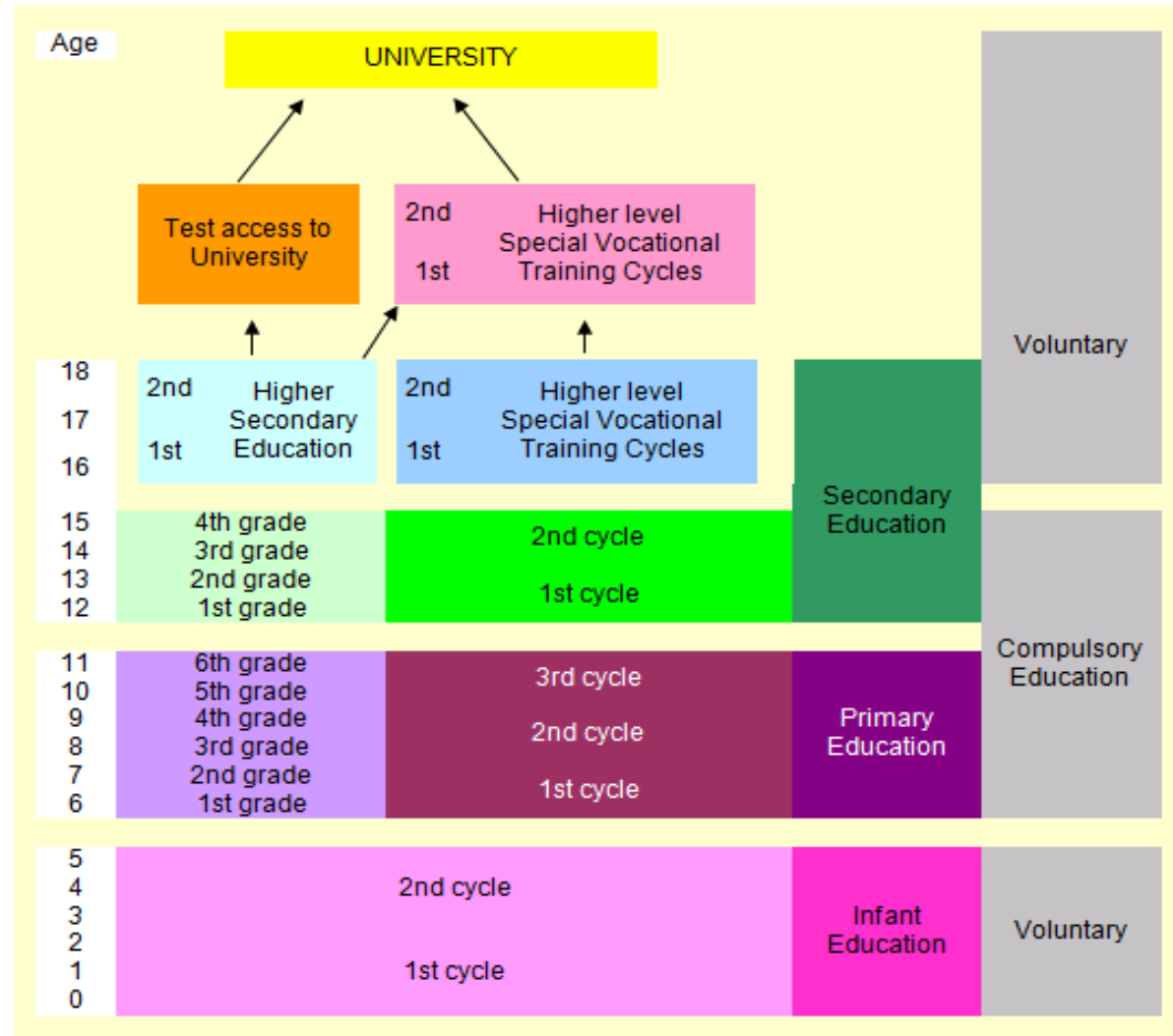
  – Specific Vocational Training *(Formación Profesional)*

13

2. SPANISH EDUCATION SYSTEM (VIII): DESCRIPTION

UVa

VOLUNTARY EDUCATION → INFANT EDUCATION

COMPULSORY EDUCATION → PRIMARY EDUCATION & COMPULSORY SECUNDARY EDUCATION

BASIC, FREE & LAICAL EDUCATION IN STATE SCHOOLS

NON COMPULSORY EDUCATION → HIGHER SECONDARY EDUCATION ≈ SIXTH FORM   or   MIDDLE LEVEL SPECIFIC VOCATIONAL TRAINING CYCLES

HIGHER EDUCATION → UNIVERSITY   or   HIGHER LEVEL SPECIFIC VOCATIONAL TRAINING CYCLES

SPECIALISED STUDIES →
- LANGUAGE STUDIES → in language schools
- ARTISTIC STUDIES → in conservatories
- SPORT STUDIES → in sport schools

14

2. SPANISH EDUCATION SYSTEM (IX): CONFIGURATION

UVa

2. SPANISH EDUCATION SYSTEM (X): TEACHER TRAINING
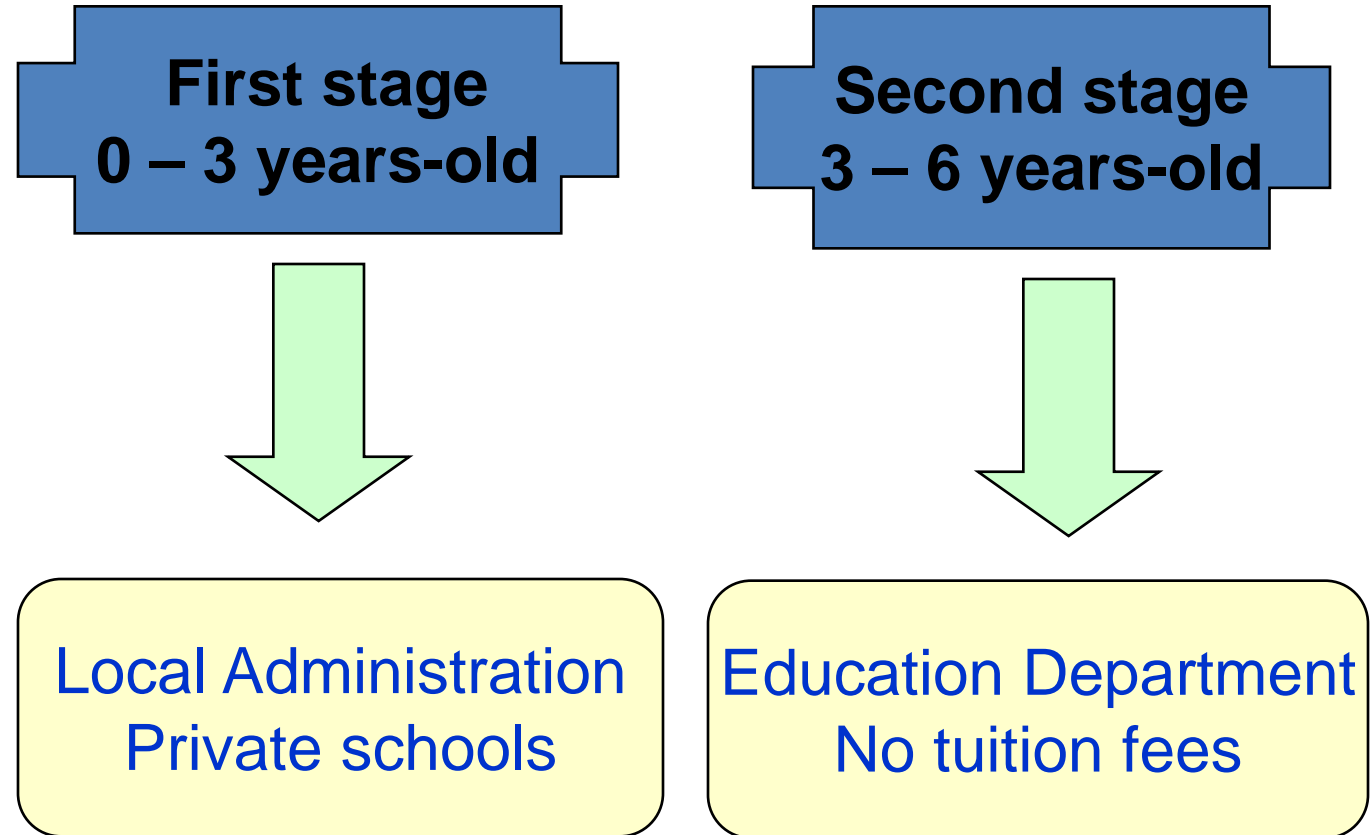
– **Infant Education** (0-6) → *Degree in Infant Education* (Grado en Educación Infantil)

– **Primary Education** (6-12) → *Degree in Primary Education* (Grado en Educación Primaria)

– **Compulsory Secondary Education** (12-16)

– **Post Compulsory Secondary Education** (16-18)

(Degree in the specialty + Master)

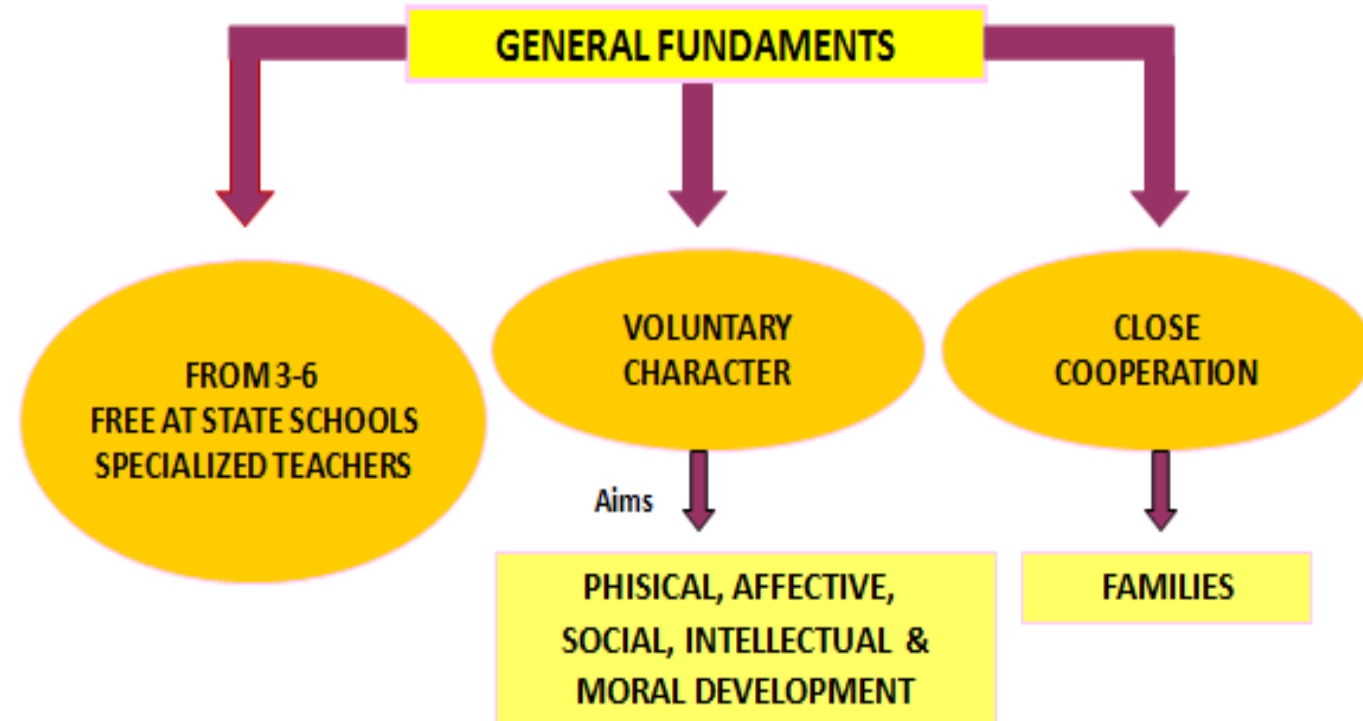– **University studies** (+18 years) → PhD

16

3. INFANT EDUCATION (I)

UVa

**First stage
0 – 3 years-old**

**Second stage
3 – 6 years-old**

Local Administration
Private schools

Education Department
No tuition fees

3. INFANT EDUCATION (II): 2ND STAGE

GENERAL FUNDAMENTS

FROM 3-6 FREE AT STATE SCHOOLS SPECIALIZED TEACHERS

VOLUNTARY CHARACTER

Aims

PHISICAL, AFFECTIVE, SOCIAL, INTELLECTUAL & MORAL DEVELOPMENT

CLOSE COOPERATION

FAMILIES

3. INFANT EDUCATION (III): CLASSROOM

UVa

- Work area
  - Where the children do their duties.

- Game area
  - Reading corner.
  - Costume corner.
  - Construction corner.
  - Symbolic games corner.
  - Meeting carpet.

3. INFANT EDUCATION (IV): CLASSROOM

3. INFANT EDUCATION (V): AIMS

UVa

- To improve psychomotor ability.
- To promote participation and cooperation.
- To acquire reading and writing skills.
- To develop independence and creativity.

UVa

3. INFANT EDUCATION (VI): ASSESSMENT

- Items model:
  - Check if the children reach the aims.
  - Example: Did the child participate in class?
    - A lot
    - A little
    - Sometimes
    - Never

UVa

3. INFANT EDUCATION (VII): EARLY ATTENTION

- In this ages is something essential to detect possible disorders or dishabilities as soon as posible for give a fast intervention.

- This group of people consits of some specialist teachers (speech therapist, therapeutic teachers, etc).

23

4. PRIMARY SCHOOL (I)

UVa

ORGANIZED IN AREAS

3 CYCLES: 2 YEARS EACH

Natural and Social Sciences
Art education
PE
Spanish language and literature
Language CC.AA (Valencian)
Foreign language
Maths
Religion (OPTIONAL)

Schools open 5 days a week, 5 hours daily, 180 days a year.

AIMS

TO DEVELOP HEALTHY AND WORK HABITS, ARTISTIC CREATIVITY AND AFFECTIVITY

TO PROVIDE AN EDUCATION THAT FOSTERS STUDENTS' PERSONAL DEVELOPMENT

TO GET CULTURAL SKILLS EMPHASIZING SPEAKING, READING, WRITING AND MATHS SKILLS

UVa
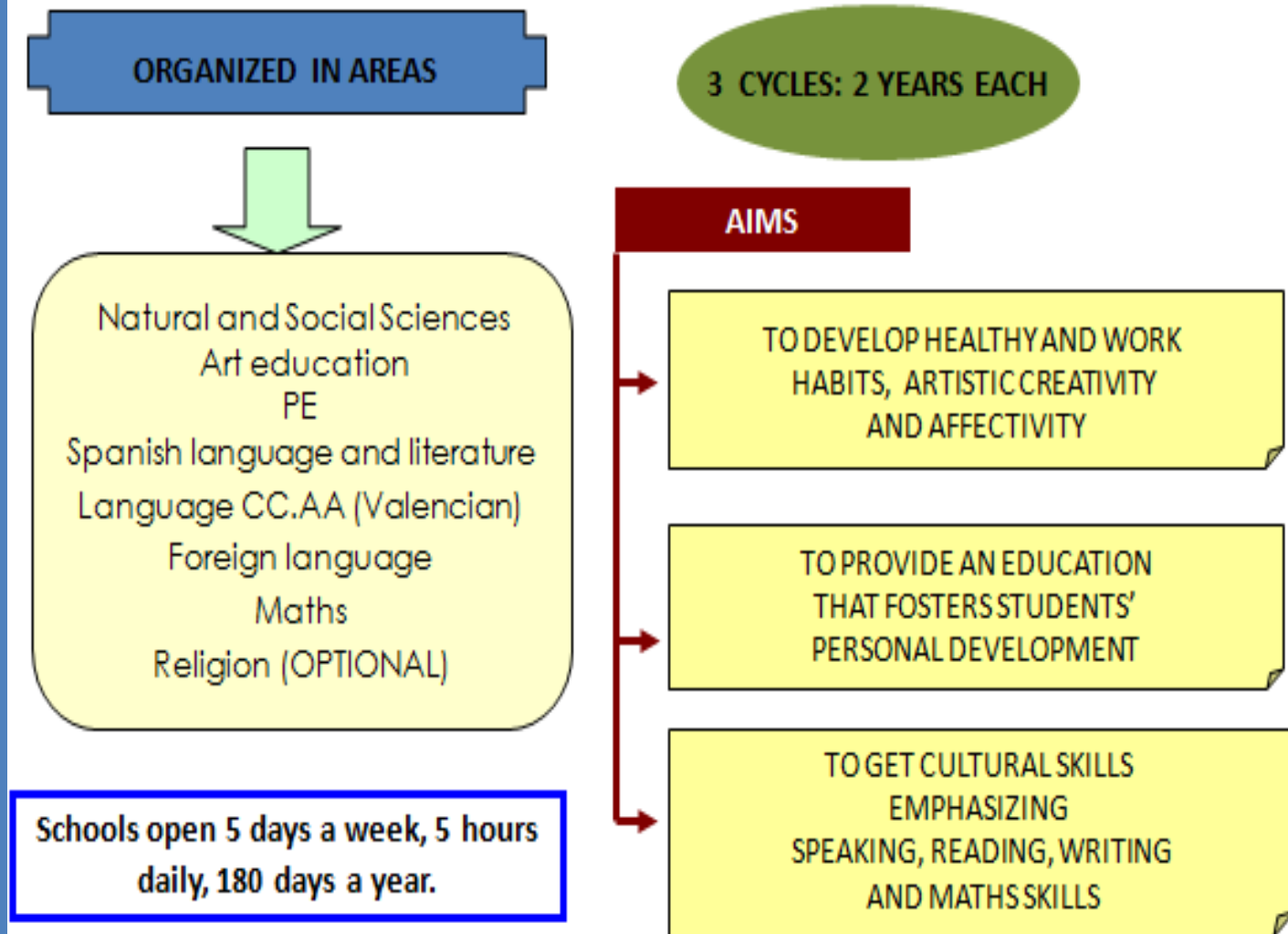
4. PRIMARY SCHOOL (II): CYCLES

- 1st Cycle: 1st&2nd of Primary (6 – 7 years old)

- 2nd Cycle: 3rd&4th of Primary (8 – 9 years old)

- 3rd Cycle: 5th&6th of Primary (10-11 years old)

25

4. PRIMARY SCHOOL (III): 1ST CYCLE SUBJECTS

UVa

Subjects	1st cycle Week hours	
	1st year	2nd year
SCIENCES	4	4
ART AND CRAFT/MUSIC	2	2
PE	3	2
SPANISH	6	6
MFL	2	2
MATHS	4	5
RELIGION /EDUCATIVE ATTENTION	1.5	1.5
BREAK	2.5	2.5
TOTAL	25	25

26

4. PRIMARY SCHOOL (IV): 2ND CYCLE SUBJECTS

UVa

Subjects	2nd cycle Week hours	
	3rd year	4th year
SCIENCES	4	4
ART AND CRAFT /MUSIC	2	2
PE	3	2
SPANISH	5	5
MFL	3	3
MATHS	4	5
RELIGION /EDUCATIVE ATTENTION	1.5	1.5
BREAK	2.5	2.5
TOTAL	25	25

4. PRIMARY SCHOOL (V): 3RD CYCLE SUBJECTS

UVa

Subjects	3rd cycle Week hours	
	5th year	6th year
SCIENCES	3	4
ART AND CRAFT /MUSIC	2	2
PE	2.5	2
SPANISH	5	5
MFL	3	3
MATHS	4	5
RELIGION /EDUCATIVE ATTENTION	1.5	1.5
EDUCATION FOR CITIZENSHIP AND HUMAN RIGHTS	1.5	---
BREAK	2.5	2.5
TOTAL	25	25

28

UVa

4.1. COMPETENCES: KEY COMPETENCES (I)

- **What is a key competence?**
  - The ability to integrate knowledge, skills and attitudes in a practical way to solve problems and react appropriately in a variety of contexts and situations. In other words, it is the integration and application of theoretical and practical knowledge in settings outside the academic context.

- **Origin**
  - European Union.
  - Delors Report (UNESCO, 1996).
  - DeSeCo Project (OCDE, 1999).

29

UVa

4.1. COMPETENCES: KEY COMPETENCES (II)

- What are the European Key Competences?
  - Key competences for lifelong learning:
    - Communication in the mother tongue.
    - Communication in foreign languages.
    - Mathematicak competence and basic competences in science and technology.
    - Digital competence.
    - Learning to learn.
    - Interpersonal, intercultural ans social competences and civil competence.
    - Entrepreneurship.
    - Cultural competence.

UVa

4.1. COMPETENCES: KEY COMPETENCES (III)

- What are the Key Competences related to the Curriculum?
  - General competences:
    - Competence in linguistic communication.
    - Mathematical competence.
    - Competence in knowledge and interaction with the physical world.
    - Competence in processing information and the use of ICT.
    - Cultural and artistic competence.
    - Learning to learn.
    - Autonomy and personal initiative.

31

4.1. COMPETENCES: METHODOLOGY AND KEY COMPETENCES

- **Changes in teaching methods, which should now focus on:**

  – Essential learning (from knowing to being competent).

  – Constructive learning (understanding and applying) rather than reproductive learning (repetition).

  – Research and use of ITC.

  – Student autonomy.

  – Group work.

  – Transfer of learning.

  – A transversal subject and content curriculum (horizontal and vertical).

  – Integration of formal and informal learning).

  – Coordination between departments.

32

UVa

4.2. AIMS AND GENERAL CONTENTS (I)

- The LOE and the Royal Decree establishing the core curricula of Primary Education express the general objectives of this educational level:

  – To know and appreciate the values and rules for coexistence, to learn and act accordingly, to prepare to actively exercise citizenship and to respect human rights and the pluralism of a democratic society.

  – To develop individual and team work habits, respect and responsibility in study, as well as attitudes of self-confidence, critical sense, personal initiative, interest and creativity in learning.

  – To acquire skills for the prevention and peaceful resolution of conflicts, enabling them to autonomously get by in family and domestic life and in the social groups they interact with.

  – To know, understand and respect different cultures and differences among people, equal gender rights and opportunities and non-discrimination of disabled people.

UVa

4.2. AIMS AND GENERAL CONTENTS (II)

– To know and appropriately use the Castilian language, and if any, the co-official language of the corresponding Autonomous Community and to develop reading habits.

– To acquire, in at least a foreign language, the basic communicative competence enabling them to express and understand simple messages and get by in daily situations.

– To develop basic mathematical competences and to begin solving problems which require basic mathematical operations, geometrical knowledge and estimates, as well as be able to apply them to daily situations.

– To know and value the natural, social and cultural environment as well as the possibilities for action and protecting it.

4.2. AIMS AND GENERAL CONTENTS (III)

UVa

- To begin using Information and Communication Technologies for learning purposes, by developing a critical spirit towards the messages they receive and produce

- To use different artistic representations and expressions and begin building visual proposals.

- To value hygiene and health, to accept one's body and others', to respect differences and use physical education and sport as a mean for favoring personal and social development.

- To know and value the nearest animals to the human being and adopt behaviours favoring their care.

- To develop pupils' affective skills in every field of their personality and relations with others, as well as an attitude against violence, any kind of prejudice and sexist stereotypes.

- To enhance road safety education and respect attitudes which might contribute to prevent traffic accidents.

UVa

4.3. SPECIFIC CONTENTS AND ASSESSMENT CRITERIA

- They depend on each autonomous community, e.g. Castille and Leon available at http://www.educa.jcyl.es/es/curriculo/educacion-primaria

4.4. LOMCE (I): NEW SCHEME

UVa

CORE SUBJECTS (Areas)	SPECIFIC SUBJECTS (Areas)

- Natural sciences
- Social sciences
- Spanish
- Maths
- MFL
	- PE
	- Religion or Cultural and Social Values
	- One subject selected by the educative administration among:
	    - Arts and crafts
	    - A 2nd MFL
	    - Religion (if not chosen)
	    - Values (if not chosen)

SUBJECTS SELECTED BY EACH AUTONOMOUS GOVERNMENT
- Autonomous language - Another specific subject.

37

UVa

4.4. LOMCE (II): ASSESSMENT

- Assessment at the end of 3rd Year.

  – The mastery of skills and abilities in oral and written expression and comprehension, calculations and problem resolution will be proved.

- Assessment at the end of 6th Year: competences in linguistic communication, maths, sciences and techology (and the aims of this stage).

  – The Spanish Government will establish the assessment criteria (they will be the same for all the autonomous governments).

  – The results will be expressed in levels, in a report that will be delivered to the parents.

38

UVa

5. BILINGUAL PROGRAMMES

- British Council (BC)

- Junta de Castilla y León (CyL)

5.1. BRITISH COUNCIL (I)

- **Content and Language Integrated Learning (CLIL methodology)**.

- Agreement between Spanish Ministry of Education & British Council in 1996

    - 74 CEIP + 40 IES

- 1st Year of Infant Education – 4th Year of ESO (3-16 years).

- The objectives of the project are:

    1. To learn about the customs and culture of Britain.

    2. To experience teaching from British teachers.

    3. To promote equal opportunity for learning English

    4. To incorporate other technologies in the learning of English.

40

5.1. BRITISH COUNCIL (II)

UVa

- The Curriculum was developed by both Spanish and British teachers.

- To teach it a number of British teachers were placed in a large number of schools where they teach and support both the students and the Spanish teachers.

- The material used is based on materials used in Britain to aid the teaching of English language, Science, Geography, History and Art.

- During the project PE has also been partially taught in English.

- 50% of the timetable is taught in English.

41

5.1. BRITISH COUNCIL (III)

- **The National Curriculum adapted to the Spanish system:**
  - Geography: Spanish landscapes and climates.
  - History: Contents referred to the History of Spain.
  - Sciences: Same contents as Spanish Knowledge of the Environment.
  - Technology.
  - Art: Spanish cultural tendencies.
  - Music: Spanish music.
  - PE: Contents related with PE.
  - Spanish: Uses of oral communication. Uses of written communication. Sociocultural aspects of Spanish.
  - Maths: Contents related to maths.

5.1. BRITISH COUNCIL (IV)

UVa

Methodology:

- 40% of the curriculum is taught in English:
  - 5 hours for English.
  - 1 hour for Arts and Crafts.
  - 5 hours for Sciences.
- Teachers supported by English language assistants.
  - Coordination between them.
- Participative, communicative, active and motivating methodology.

UVa

5.1. BRITISH COUNCIL (V)

Materials:

- Which subjects are taught in English.
- Which units are going to be taught in English.
- Difficulties in choosing a student book.
- Create their own materials.

Assessment:

- Satisfaction of parents.
- Good method because English is learnt in each of the subjects.

44

UVa

5.2. CASTILLE AND LEON (I)

- Considerations:
  - Two or three subjects are taught in English, e.g. Sciences and Arts&Crafts or P.E.
  - Same curriculum as non bilingual programmes.
  - Teachers must have a B2 English level.

5.2. CASTILLE AND LEON (II)

UVa

- 4 categories of capacities:

  o **knowledge,** which is the basis of thought and allows for the development of intelligence**;**

  o **skills,** which allow students to be independent;

  o **dexterities,** which allow students to interact with their environment;

  o ▪**values,** which contribute to their sensitivity and allow the student to become responsible, sharing universal values, in a critical manner and committed to the reality in which he/she is immersed, without giving up the possibilities to having a role in achieving necessary changes founded on justice and respect.

5.2. CASTILLE AND LEON (III)

- Methodological principles:
  - **To present significant learning** (to establish links between prior and new learning).
  - **To be active and participative.**
    - ➢ Identify and present relevant problems.
    - ➢ Conduct direct and indirect observations.
    - ➢ Formulate questions.
    - ➢ Locate, obtain, analyse and present information.
    - ➢ Present and contrast tentative solutions or hypotheses.
    - ➢ Make predictions and inferences with different levels of complexity.
    - ➢ Identify necessary available knowledge to respond to scientific questions, and to be able to reach, interpret, evaluate and communicate conclusions in diverse contexts.

47

5.2. CASTILLE AND LEON (IV)

- Methodological principles:

  - **It is communicative.**
  - **It is motivating.**
  - **Attention to diversity.**
  - **Promote teamwork.**
  - **Take into account the abilities that come into play in learning.**
  - **It is directed at goal achievement**
  - **Addresses ethics education.**

5.2. CASTILLE AND LEON (V)

- Methodological principles:

  - **It is communicative.**

  - **It is motivating.**

  - **Attention to diversity.**

  - **Promote teamwork.**

  - **Take into account the abilities that come into play in learning.**

  - **It is directed at goal achievement**

  - **Addresses ethics education.**

- Assessment:

COMPETENCES / SUBCOMPETENCES	TRIMESTER EVALUATIONS			FINAL EVALUATION
	1st	**2nd**	**3rd**	
Competence in linguistic communication				
Communicate, verbally and in writing, simple messages.				
Use specific vocabulary from each area as an instrument for language enrichment.				
Communicate and dialogue with the objective of establishing links and constructive relationships with the environment.				
Enjoy listening, reading and writing.				
Find information in different media (printed and computerised) using collected data to do projects related to different areas.				
Process information from oral and written sources.				
Communicate at a progressive competence level in a foreign language.				
GLOBAL				

50

5.2. CASTILLE AND LEON (V)

- Assessment:

COMPETENCES / SUBCOMPETENCES	TRIMESTER EVALUATIONS			FINAL EVALUATION
	1st	**2nd**	**3rd**	
Adequately perceive the physical space where life and human activity develop, both at a large scale and in the immediate surroundings.				
Explain the influence that the presence of humans has on the physical world, including settlements, activities and modifications made to landscapes.				
Recognise the importance of the fact that all human beings benefit from progress and that progress should preserve natural resources and diversity.				
Demonstrate critical thinking in the observation of reality, the analysis of informational and advertising messages, and the adoption of responsible consumer habits in daily life.				
Use knowledge of the human body, nature and human interaction with nature to discuss the consequences of different life styles, and to adopt a healthy mental and physical life style in a beneficial social and natural environment.				
Apply autonomous healthy habits related to self care (nutrition, exercise, sleep…).				
Identify relevant problems; perform direct and indirect observations, taking into account a theoretical frame of interpretation; ask questions; locate, obtain, analyse and represent quantitative and qualitative information; predict and identify available knowledge to answer scientific questions and communicate conclusions in different contexts.				
GLOBAL				

- Example:

5.2. CASTILLE AND LEON (VI)

- Example:

thirty-one 31

UVa

- Example:

1 What is a vertebrate?

Vertebrates have a skeleton inside them. An important part of this skeleton is the **backbone**. Most vertebrates have a **head**, a **trunk**, **limbs** and a **tail**.

head
backbone
tail
trunk
limbs
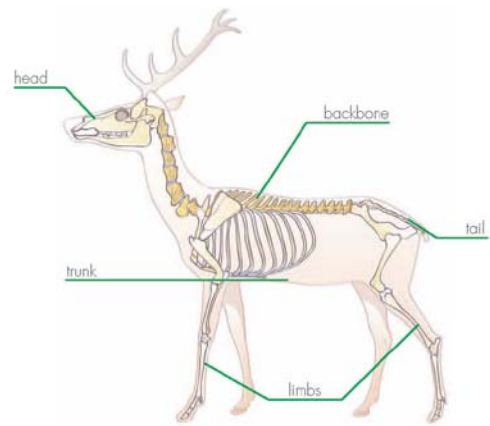
Some vertebrates, like frogs, don't have a tail and others, like snakes, don't have limbs.

frog

snake

32 thirty-two

UVa

- Example:

55

5.3. COMPARISON (I)

Both programmes share aims.
Learning contents for Science:

CONTENTS	
British Council	**Castille and Leon**
Landscapes	Environment and its protection
Physical environment	Diversity of living beings
Population and human activities	Health and personal development
Social organisation	People, culture and social organisation
Historical changes and landscapes.	Changes in time
	Materials and energy
	Objects, machines and technology

5.3. COMPARISON (II)

UVa

- Different methodology according to the curriculum.
    - BC Anglosaxon model.
    - CyL Traditional methodology
- However, teachers have been trained in the same way.
- Same materials.
- Same timetable.

UVa

5.3. COMPARISON (III)

- Assessment
  - Same assessment.
  - Each term
    - What is assessed? Have the aims been achieved?
    - How is assessed? Through procedures (tests, observation, etc).
    - Assessment instruments: Dossier, register and writing productions.
    - When is assessed? Everyday (initial, continuous and final asssessment).
- Human resources:
  - Same training.
  - BC teachers have more opportunities to be trained with stages.

6. CONCLUSIONS

UVa

- Although from the theoretical point of view there are differences between both programmes, we have found lots of similar points.

- More funds to train teachers are needed.

- B2 English certificates????

- More coordination.

7. REFERENCES

UVa

- Convenio MECD y British Council, http://www.educa.jcyl.es/es/temas/idiomas-bilinguismo/programas-bilingues-secciones-linguisticas/convenio-mecd-the-british-council

- Council of Europe: http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_en.htm

- Currículo de Educación Primaria en Castilla y Leon, http://www.educa.jcyl.es/es/curriculo/educacion-primaria

- Doncel, J. 2011. *Las competencias básicas en la enseñanza: fundamentación, enseñanza y educación.* Sevilla: Eduforma.

- Ley Orgánica de Educación, http://www.boe.es/boe/dias/2006/05/04/pdfs/A17158-17207.pdf

- Ley Orgánica para la Mejora de la Calidad Educativa, http://www.boe.es/boe/dias/2013/12/10/pdfs/BOE-A-2013-12886.pdf

- Secciones lingüísticas en Castilla y León, http://www.educa.jcyl.es/es/temas/idiomas-bilinguismo/programas-bilingues-secciones-linguisticas

- *Sciences 3, Student's book.* Oxford: OUP.

UVa

Thank you for your attention