

Professional development in Spain

María Pilar Jiménez Aleixandre, USC

Background

- ✓ Responsibility for education & professional development **shared** between the central government and **17 autonomous regions**. Three other **languages** co-official along Spanish
- ✓ Secondary school: 4 + 2 years
- ✓ **12-16 compulsory ESO + 16-18 BAC**
- ✓ **Teachers' initial training**: until 2008 imbalance among strong disciplinary background (5 years) and the few educational credits (6 months), with little Science Education. Reform: 4 years disciplinary + 1 year Master course

Professional development in Spain

- ✓ **Who is in charge?** Departments of education in each autonomous region through a) courses b) Teachers' centers
- ✓ **Who are the stakeholders?** Director of innovation in each D. E.; Teacher Education offices; Science Teachers' associations (in some autonomous communities); Assessment agencies
- ✓ **How is PD organised?** Voluntary but required for promotion; single courses with individual teachers
- ✓ **Are there systematic approaches to PD?** Not much; high proportion of courses about scientific updating
- ✓ **How does PD supports IBST?** Only randomly (some courses do, depending on teachers educators)

Professional development in Spain

- ✓ **Main problems to be tackled:**
- ✓ length of **curriculum** (appeal to “no time” for inquiry)
- ✓ Inadequate initial teacher education
- ✓ little emphasis on **inquiry**
- ✓ Not enough **labwork**: only 35.4% of physics and chemistry teachers and 58.6% of biology and geology teachers actually carry the labwork that they have scheduled (2006)
- ✓ **Assessment**: absence or minimal proportion of questions related to practical tasks in the the external tests (PAU)
- ✓ **Perception** of teaching as a profession with lower status than the “sciences”