

TEACHER PROFESSIONAL LEARNING FOR INCLUSION

Policy Mapping Grid: Spain



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Further information about the Teacher Professional Learning for Inclusion (TPL4I) activities is available on the [TPL4I web area](#).

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SECTION 1: WIDER POLICY CONTEXT

Wider policy context

The legislative framework governing and guiding the Spanish education system is changing. Currently there is a new draft Organic Education Law: LOMLOE (Organic Act of Modification of the Organic Act on Education). It was approved by the Government on 4 March 2020 in the Council of Ministers. This law will reverse the current Act on the Improvement of the Quality of Education (LOMCE) legislation.

The LOMLOE law is a complete overhaul of the education system. It addresses early drop-out, grade repetition and school segregation. It introduces several changes related to diversity and inclusion:

- Universal design for learning (UDL) is established as a basic principle of education with the aim of promoting school inclusion.
- The ‘specific culture of children’, as established by the United Nations Convention on the Rights of the Child, is respected at the early childhood stage. Pedagogy is reinforced in the first cycle (0–3 years) and schools must prepare a pedagogical proposal.
- Early detection of and intervention for learning difficulties are important. Schools must prepare reinforcement plans to improve the level of competence of the learners who need it (which will be further regulated by the autonomous communities or local authorities).
- Measures to lower the high repetition rate include:
 - Primary education (6–12 years) will be organised in cycles of two school years. This favours greater adaptation to learning rhythms, as the objectives can be achieved during a cycle. In addition, it will only be possible to repeat at the end of each cycle (second, fourth and sixth years of primary education).
 - In secondary education (ESO) (12–16 years) the decision to repeat a year will be made scholastically. Learners who fail more than two subjects may still pass a course if the teaching team considers that they will be able to successfully follow the next course.
 - Decisions regarding repetition must be accompanied by a specific individualised plan. This must include the educational measures necessary to ensure the learner overcomes their difficulties during the repeated year.
- Subjects can be integrated by areas during the first three courses of compulsory secondary education to give better attention to diversity.
- The new law eliminated the Improvement of Learning and Performance (PMAR) programmes – which allowed the division of learners into itineraries in the second and third years. The new law recovers the curricular diversification



Wider policy context

programmes of 2006. These allow modification and adaptation of the curriculum in third and fourth years for learners with 'relevant learning difficulties', and lead to a degree. The new law also eliminates the differentiated itineraries in the fourth year of secondary education and establishes only different optional subjects of a guiding nature.

- The new law maintains the Basic Vocational Training (FPB) programmes which learners can access at the age of 15, after completing the third year of ESO or, exceptionally, after the second year. It modifies the evaluation and qualification criteria to facilitate obtaining the qualification: success in all areas in a basic degree cycle will lead to the Compulsory Secondary Education (CSE) certificate. It is a second chance for those learners who did not get their CSE certificate.
- The new law enables prolonging school for three years – instead of the usual two courses – in upper-secondary education (16–18 years). Exceptionally, this can also lead to the *Bachillerato* certificate with a failed subject.
- University entrance tests will be carried out taking all necessary steps to ensure non-discrimination of students with specific educational support needs and universal accessibility for people with disabilities.
- The law eliminates the revalidation of 6th primary and 4th ESO. Diagnostic tests will be carried out in the fourth year of primary and the second year of ESO, prohibiting the publication of the test results to avoid school rankings.
- The schooling of learners with special educational needs should preferably be provided in mainstream schools, adapting programmes to each learner. Schooling in special schools will only take place when learners' needs cannot be met in mainstream schools.
- Special educational establishments aim to progressively become open educational resource centres for the professionals working in the local mainstream schools.
- The evaluation of learners with disabilities is changed in the new law. They are currently evaluated with the mandatory assessment criteria of the year in which they are enrolled. This makes it impossible to pass a course or qualify in secondary school. The new law establishes that learners with special educational needs will be evaluated regarding the objectives and content modifications made through individualised curricular adaptations. This makes it possible for these learners to pass and qualify.
- The law also announces that special arrangements will be taken to adapt assessments to the needs of learners with specific or educational support needs

LOMCE, 2013: Current education law

The legislative framework governing and guiding the Spanish education system comprises the Spanish Constitution (1978), the Organic Act on the Right to Education (LODE, 1978), the Organic Act on Education (LOE, 2006) and the Act on the



Wider policy context

Improvement of the Quality of Education 8/2013 of 9 December (LOMCE, 2013) which develops the principles and rights established in it.

The Spanish Constitution recognises the right to education as one of the essential rights that public powers must guarantee to every citizen.

The LOMCE offers (at national level) the legal framework to provide and assure the right to education. The autonomous communities can regulate the adaptation of this Act to their territories.

The Spanish education system, set up in accordance with the values of the Constitution and based on respect for the rights and liberties recognised therein, is inspired by the following principles:

(a) Quality education for all learners, regardless of their condition and circumstances.

(b) Equity that guarantees equal opportunities for full personal development through education, inclusion, rights and equality of opportunities that helps to overcome any kind of discrimination and universal access to education that acts as a compensating factor for personal, cultural, economic and social inequalities, with special emphasis on those derived from disabilities.

(c) The transmission and application of values that favour personal liberty, responsibility, democratic citizenship, solidarity, tolerance, equality, respect and justice and that also help to overcome any type of discrimination (Act on the Improvement of the Quality of Education 8/2013 of 9 December. Preliminary Title, Chapter I: Principles and Aims of Education, Article 1: Principles).

The state is responsible for education and for offering all pupils free compulsory education from 4 to 16 years of age. The stage from 4 to 6 is not compulsory, while education is compulsory from 6 to 16 years of age. The Ministry of Education, Culture and Sport is responsible for central administration.

Schools are classified as public schools, private schools and publicly-funded private schools. Public schools are those owned by a public administration. Private schools are those owned by a private person or legal entity. Publicly-funded private schools are private schools which are under the system of legally-established agreements. The provision of the public education service is carried out in public and publicly-funded private schools. Schools have pedagogic, organisational and management autonomy within the current legislation. They have the autonomy to draw up, approve and execute an education project and a management project, as well as their organisational and running procedures.

Provisions for learners with special educational needs are governed by principles of normalisation and inclusion and ensure non-discrimination and real equality in access to the education system and continued attendance, allowing flexibility in the different stages of their education when necessary. The schooling of these learners in special schools or units, which may be extended to the age of 21, will only take place when



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their needs cannot be met by the special needs provisions available in mainstream schools.

Royal Decree 696/1995, of 28 April (updated with Royal Decree 1/2013, of 29 November, chapter IV), arranges the education of pupils with special educational needs and establishes the conditions for educational provision for this population. These pupils are educated in mainstream schools and with mainstream curricula; only when it is objectively established that the needs of these pupils cannot be properly met in a mainstream school, is it proposed that they be educated in special schools.

The different stages constituting the Spanish education system are outlined below.

Pre-primary education

Pre-primary education (0–6 years) is organised into two cycles of three years each. The first cycle (0–3 years) is voluntary for families and aims to give educational assistance and attention to early childhood education.

The second cycle (3–6 years) is voluntary, free and constitutes the first level of school education. Even though it is voluntary, educational authorities are obliged to offer enough places at this level. If there are not enough public places, they must reach agreements with private schools to offer them.

Compulsory education

Basic, compulsory free education comprises primary education and compulsory secondary education, for learners aged 6 to 16 years. It lasts for ten years and is divided into two educational levels:

- Primary education (6–12 years) comprises six academic years.
- Compulsory secondary education (12–16 years) comprises four academic years organised into two cycles. The first comprises three academic years and the second, one academic year. Upon passing these two cycles, the pupils receive the Compulsory Secondary Education (CSE) Certificate.

General upper-secondary education level (*Bachillerato*)

This is a two-year non-compulsory education level, which complements compulsory secondary education. The CSE Certificate is a prerequisite for entering *Bachillerato*. The theoretical ages for commencement and completion are 16 and 18, respectively.

Vocational training

This is a non-compulsory education level. It prepares pupils to work in a specific professional field by providing them with an all-round and practical education that enables them to adapt to the changes to their trade, which may take place during their working lives.



Wider policy context

There are three levels of specific vocational training:

- Basic Vocational Training: a second chance for those students who did not get their CSE certificate;
- Intermediate Vocational Training: learners must have at least the CSE certificate to access this;
- Advanced Vocational Training: learners must have at least the *Bachillerato* certificate to access this. (European Agency, [Country information for Spain, Legislation and policy](#))



SECTION 2: VISION AND MAIN PRINCIPLES OF TPL4I POLICY

2.1 Policy vision

Policy priorities	Findings
2.1.1 Policy is guided by a vision that all teachers (i.e. student teachers, beginning teachers, experienced teachers, teacher educators) can access career-long professional learning opportunities regarding the principles of inclusive education	–
2.1.2 Policy is guided by a vision that all teachers receive education regarding their role and collaboration in and contribution to inclusive education	–



Policy priorities	Findings
2.1.3 Policy is guided by a vision that all teachers receive education regarding their pedagogical responsibility to promote the interaction, learning, participation and collaboration of all learners	–

Evaluative comments for ‘Policy vision’

–

2.2 Main principles

Policy priorities	Findings
2.2.1 Teachers’ professional learning is defined in policy as a prerequisite for inclusive education	–



Policy priorities	Findings
2.2.2 Policy states that the principles and practice of inclusive education should be part of initial teacher education	<p>2.2.2.1</p> <p>For pre-primary and primary teacher education:</p> <p><i>The Act on the Improvement of the Quality of Education (LOMCE) states that teachers in primary education can teach in all areas of knowledge in this educational stage and in learners' tutorials. However, they can attain one of the following specialities: infant education, primary education, music, physical education, foreign language, special education and speech therapy. The study programme focuses on both academic and theoretical aspects and on pedagogical practice. The basic training on special education for all learners is one core subject and the specific training for the specialist is much wider. (European Agency, Country information for Spain, Teacher education for inclusive education)</i></p> <p>2.2.2.2</p> <p>For secondary education teaching staff:</p> <p><i>Teaching at secondary level requires a postgraduate qualification. In addition, it is necessary to have a professional certificate of pedagogical specialisation obtained through doing a course on pedagogical qualification or a master's degree in education. (European Agency, Country information for Spain, Teacher education for inclusive education)</i></p>
2.2.3 Policy states that beginning teachers should receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education	–



Policy priorities	Findings
2.2.4 Policy ensures that experienced teachers receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education	–
2.2.5 Policy states that specialist teachers and other professionals (e.g. speech and language therapists, multilingual education teachers and other professionals who work in schools) receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education	2.2.5.1 'For the care of pupils with special educational needs, the education system offers teachers help through specialists in special education, speech therapy and qualified professionals'. (European Agency, Country information for Spain, Teacher education for inclusive education)



Policy priorities	Findings
2.2.6 Policy states that teacher educators working in university education departments or pedagogical institutes should be trained and committed to the inclusive education agenda in their courses, as understood in the United Nations Convention on the Rights of Persons with Disabilities and the European Disability Strategy	–

Evaluative comments for ‘Main principles’

–



SECTION 3: GOALS AND CONTINUUM OF SUPPORT FOR TPL4I POLICY

3.1 Goals

Policy priorities	Findings
<p>3.1.1 Policy states that all teachers should have qualifications that reflect an inclusive education agenda</p>	<p>3.1.1.1</p> <p><i>Pre-Primary Education Advanced Technician</i></p> <ul style="list-style-type: none"> • <i>programme the intervention in education and social attention to childhood from the guidelines of the institution programme and the individual, group and context characteristics</i> • <i>organise the resources for developing the activity satisfying children’s needs and characteristics</i> • <i>develop the programmed activities, employing the appropriate resources and methodological strategies and creating a climate of confidence</i> • <i>design and apply action strategies with the families, within the framework of the institution purposes and procedures, in order to improve the intervention process</i> • <i>satisfy the children’s needs, as well as the families’ needs requiring the participation of other professionals or services, using the appropriate resources and procedures</i> • <i>cope with uncertainties regarding people, resources or the environment, transmitting security and confidence and applying, if appropriate, the established protocols</i> • <i>evaluate the intervention process and the results achieved, preparing and managing the documentation associated to the process and informing with the goal of improving the quality of the service</i>



Policy priorities	Findings
	<ul style="list-style-type: none">• <i>keep the scientific and technical knowledge regarding their professional activity updated, using the existing resources for lifelong learning</i>• <i>act autonomously and with initiative for designing and carrying out activities, respecting the pedagogic and acting guidelines of the institution where they work</i>• <i>keep fluent relations with the children and their families, members of the group they are a part of and other professionals, showing social abilities, ability to manage cultural diversity and providing solutions to the conflicts that may occur</i>• <i>create safe environments, respecting the regulations and security protocols in the planning and development of activities</i>• <i>exercise their rights and comply with their obligations under the labour relations, according to the provisions of the regulations in force</i>• <i>manage their professional career, analysing work opportunities, self-employment and learning</i>• <i>create and manage a small enterprise, carrying out a products feasibility study, planning the production and marketing</i>• <i>actively participate in the economic, social and cultural life, with a critical and responsible attitude. (Eurydice, National Education Systems, Spain, Initial Education for Teachers Working in Early Childhood and School Education)</i> <p>3.1.1.2</p> <p><i>Bachelor in Pre-Primary Education School Teacher</i></p> <ul style="list-style-type: none">• <i>know the goals, curricular contents and evaluation criteria of pre-primary education</i>



Policy priorities	Findings
	<ul style="list-style-type: none">• <i>promote and facilitate the learning process in early childhood from a globalised and inclusive approach that integrates the different dimensions: cognitive, emotional, psychomotor and volitional</i>• <i>design and regulate learning rooms in diversity contexts attending the specific educational needs of students, gender equality, equity and respect to human rights</i>• <i>promote coexistence in and out of the classroom and deal with the peaceful resolution of conflicts. Be able to systematically observe learning and coexistence contexts and reflect on them</i>• <i>reflect in group on the acceptance of rules and respect to others. Promote student's autonomy and singularity as factors for educating emotions, feelings and values in early childhood</i>• <i>be aware of the development of language during early childhood, be able to identify possible dysfunction and ensure the right evolution. To efficiently deal with learning languages in multicultural and multilingual contexts. Express oneself orally and written form and master the use of different expression techniques</i>• <i>be aware of the educational implications of Communication and Information Technologies and, mainly, of television in early childhood</i>• <i>know the foundations of child nutrition and hygiene. Know the foundations of early attention and the basis and developments that allow a better knowledge of the psychological, learning and personality-building processes during early childhood</i>• <i>know the organisation of pre-primary schools and the diversity of actions involved in their functioning. Assume that the exercise of the teaching function must be perfected throughout life and adapted to scientific, pedagogic and social changes</i>



Policy priorities	Findings
	<ul style="list-style-type: none">• <i>act as a counsellor for parents regarding family education for the 0-6 years old period and master social abilities in the treatment and relationship with the family of each student and with all the families</i>• <i>reflect on class practices for innovating and improving the exercise of teaching. Acquire habits and skills for autonomous and cooperative learning and promote it among students</i>• <i>understand the function, possibilities and limits of education in the current society and the key competences that affect pre-primary education schools and their professionals. Know models for improving quality to be applied to the educational institutions</i>• <i>master the Castilian language equivalent to level C1 (in those Autonomous Communities with a co-official language, the co-official language equivalent to the level C1) apart from a foreign language equivalent to level B1 of the Common European Framework of Reference for Languages. (Eurydice, National Education Systems, Spain, Initial Education for Teachers Working in Early Childhood and School Education)</i> <p>3.1.1.3</p> <p><i>Bachelor in Primary Education School Teacher</i></p> <ul style="list-style-type: none">• <i>know the curricular areas of primary education, the transversal relation between them, the evaluation criteria and the didactic knowledge regarding the respective teaching and learning procedures</i>• <i>design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the school</i>



Policy priorities	Findings
	<ul style="list-style-type: none">• <i>efficiently deal with the process of learning languages in multicultural and multilingual contexts. Promote reading and the critical textual analysis on the different scientific and cultural topics of the school curriculum</i>• <i>design and regulate learning spaces in diversity contexts attending to gender equality, equity and respect to human rights which conform the values of citizenship education</i>• <i>promote coexistence in and out of the classroom and deal with discipline problems and contribute to the peaceful resolution of conflicts. Stimulate and value effort, perseverance and personal discipline among students</i>• <i>know the organisation of primary schools and the diversity of actions involved in their functioning. Carry out tutorship and guidance functions with students and their families, attending to the specific education needs of students. Assume that the exercise of the teaching function must be perfected and adapted to lifelong scientific, pedagogical and social changes</i>• <i>collaborate with the different sectors of the education community and of the social environment. Assume the educational dimension of the teaching function and promote a democratic education for the exercise of active citizenship</i>• <i>keep a critical and autonomous relationship towards knowledge, values and social public and private institutions</i>• <i>value the individual and group responsibility for attaining a sustainable future</i>• <i>reflect on class practices for innovating and improving the teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students</i>



Policy priorities	Findings
	<ul style="list-style-type: none">• <i>know and apply the Information and Communication Technologies in the class. Selectively discern the audiovisual information that contributes to learning, citizenship education and cultural richness</i>• <i>understand the function, possibilities and limits of education in the current society and the key competences that affect primary education schools and their professionals. Know models for improving quality to be applied to the educational institutions</i>• <i>master the Castilian language equivalent to level C1 (in those Autonomous Communities with a co-official language, and the co-official language equivalent to level C1) apart from a foreign language equivalent to level B1 of the Common European Framework of Reference for Languages. (Eurydice, National Education Systems, Spain, Initial Education for Teachers Working in Early Childhood and School Education)</i> <p>3.1.1.4</p> <p><i>Master's degree on Compulsory Secondary Education and Bachillerato, Vocational Training and Language Education Teacher Training</i></p> <p><i>All specialisations</i></p> <ul style="list-style-type: none">• <i>know the curricular contents of the subjects concerning the corresponding teaching specialisation, as well as the set of didactic knowledge regarding the respective teaching and learning processes. The knowledge of the respective professions will be included in the vocational training</i>• <i>plan, develop and evaluate the process of teaching and learning, enhancing the education processes which facilitate the acquisition of competences of the respective studies, taking into account the level and the previous education of the students, as</i>



Policy priorities	Findings
	<p><i>well as their guidance, both individually and in collaboration with other teachers and professionals of the school</i></p> <ul style="list-style-type: none">• <i>search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), convert it into knowledge and apply it in the teaching and learning processes of the subjects of the specialisation studied</i>• <i>specify the curriculum to be implemented in an educational institution, taking part in the group planning of it; develop and apply teaching methodologies both group and personalised, adapted to students' diversity</i>• <i>design and develop learning rooms, paying special attention to equity, emotion and values-based education, equal rights and opportunities for men and women, citizenship education and the respect of human rights, which will make social life easier and contribute to the decision-making and the construction of a sustainable future</i>• <i>acquire strategies for encouraging the students' effort and promote their ability to learn on their own and with others, as well as develop thinking and decision abilities which facilitate their personal autonomy, confidence and initiative</i>• <i>be aware of the interaction and communication processes in the class, master social skills and the abilities necessary for enhancing learning and coexistence in the class, as well as to deal with discipline problems and conflicts resolution</i>• <i>design and carry out formal and not-formal activities to create an environment of culture and participation at school; develop the students' tutorship and guidance tasks in a collaborative and coordinated way; participate in the evaluation, research and innovation of teaching and learning processes</i>



Policy priorities	Findings
	<ul style="list-style-type: none">• <i>be acquainted with the rules and institutional organization of the education system and the models for improving the quality that are applied to the educational institutions</i>• <i>know and analyse the historical features of the teaching profession, the current situation, perspectives and the interconnection with the social reality of each period of time</i>• <i>report and ... [advise] families on the learning and teaching process as well as on the personal, academic and professional guidance of their children. (Eurydice, National Education Systems, Spain, Initial Education for Teachers Working in Early Childhood and School Education)</i>
3.1.2 Policy states competence areas for inclusive education for all teachers working at different levels of education (e.g. professional development of all teachers to facilitate their involvement in co-teaching, planning together, developing differentiated materials collaboratively, etc.)	–



Policy priorities	Findings
<p>3.1.3 Policy states that all teachers' professional learning opportunities consider teacher competences for inclusive education</p>	<p>3.1.3.1</p> <p><i>Priority guidelines for 2018 on continuing teacher training plans, annually established through the Spanish Institute for Education Technologies and Teacher Training (INTEF):</i></p> <ul style="list-style-type: none">• <i>multiple literacies</i>• <i>teachers' digital competence</i>• <i>sense of initiative and entrepreneurship</i>• <i>foreign languages</i>• <i>inclusion and attention to students' diversity</i>• <i>school coexistence</i>• <i>scientific culture</i>• <i>management skills: leadership oriented to the educational success of all students</i>• <i>education inspection</i>• <i>school healthy lifestyles</i>• <i>neuroscience applied to education.</i> (Eurydice, National Education Systems, Spain, Continuing Professional Development for Teachers Working in Early Childhood and School Education)



Policy priorities	Findings
3.1.4 There is a formal strategy for promoting dialogue between ministries, regional/local authorities/municipalities and teacher educators to agree on the requirements of teachers' professional development opportunities for inclusion	–
3.1.5 There is a mechanism to ensure that all professional learning opportunities available to teachers are aligned with national- and local-level policy goals for an understanding of inclusive education	–
3.1.6 There are strategies to ensure that local-level professional opportunities for teachers are flexible/adaptable to local school contexts and school development plans for inclusive education	3.1.6.1 <i>The education administrations have also reached agreements with universities and other organisations, such as associations of people with disabilities and professional associations. These agreements allow them to recognise the training these organisations provide to teachers. (European Agency, Country information for Spain, Teacher education for inclusive education)</i>



Policy priorities	Findings
3.1.7 There is a medium- and long-term review strategy for teachers' professional learning opportunities to ensure they meet system requirements for an inclusive education system	–

Evaluative comments for 'Goals'

–

3.2 Continuum of support

Policy priorities	Findings
3.2.1 There is a strategy to ensure a continuum of diverse professional learning opportunities for inclusive education – for pre-service, beginning and experienced teachers, as well as teacher educators and support teachers – across all levels where teachers work	–



Policy priorities	Findings
3.2.2 There are strategies for developing leadership competences (e.g. school leadership or learning support leadership roles) for inclusive education in all relevant professional learning opportunities	–
3.2.3 There are mechanisms to support schools/higher education institutions to develop strategic plans for teachers' professional learning in inclusive education	<p>3.2.3.1</p> <p><i>The Autonomous Communities are free to:</i></p> <ul style="list-style-type: none">• <i>establish their own priority guidelines for continuing training, taking into account the training needs of the teaching staff within their jurisdiction</i>• <i>establish the content of the training</i>• <i>decide on the institutions in charge of its provision.</i> (Eurydice, National Education Systems, Spain, Continuing Professional Development for Teachers Working in Early Childhood and School Education) <p>3.2.3.2</p> <p><i>Teachers and Resource Centres</i></p> <p><i>It is the most widespread network. Their tasks and powers are related to:</i></p> <ul style="list-style-type: none">• <i>organisation and development of the training plan within their area of action</i>• <i>promotion of inter institutional working teams supporting the dissemination of knowledge</i>



Policy priorities	Findings
	<ul style="list-style-type: none"> • <i>provision of resources to the teaching staff to contribute to the development of their teaching activity</i> • <i>improvement of educational innovation.</i> <p><i>These institutions are responsible for a variable number of primary and secondary educational establishments to which they provide support in relation to professional development and resources or guidance to carry out innovation or improvement initiatives. (Eurydice, National Education Systems, Spain, Continuing Professional Development for Teachers Working in Early Childhood and School Education)</i></p> <p>3.2.3.3</p> <p><i>Other institutions involved in the continuing professional development of teachers</i></p> <ul style="list-style-type: none"> • <i>university departments</i> • <i>institutes of education</i> • <i>professional associations</i> • <i>trade unions</i> • <i>educational reform movements.</i> (Eurydice, National Education Systems, Spain, Continuing Professional Development for Teachers Working in Early Childhood and School Education)
3.2.4 There are strategies to support effective collaboration and joint work between schools and higher education institutions/universities	–



Evaluative comments for 'Continuum of support'

–

SECTION 4: CAPACITY BUILDING, FUNDING AND MONITORING OF TPL4I POLICY

4.1 Capacity building

Policy priorities	Findings
4.1.1 There are strategies to increase the capacity of all schools/higher education institutions to support all teachers to engage in professional learning activities on inclusive education	–
4.1.2 There is a mechanism to facilitate dialogue between all teachers/leaders/other stakeholders to develop a shared understanding of inclusive education as an approach that ensures high-quality learning opportunities for all	4.1.2.1 <i>The education administrations provide a varied range of free training activities and take the necessary measures to foster teacher participation in these activities. Furthermore, they facilitate teacher access to qualifications which allow mobility between the different teaching areas, including universities, through appropriate agreements with the universities.</i> (European Agency, Country information for Spain, Teacher education for inclusive education)



Policy priorities	Findings
	<p>4.1.2.2</p> <p>'The Ministry of Education, Culture and Sport, in collaboration with the autonomous communities, fosters the international mobility of teachers, teacher exchanges and visits to other countries'. (European Agency, Country information for Spain, Teacher education for inclusive education)</p>
<p>4.1.3 There is guidance on how teachers working in mainstream school settings/higher education institutions can understand and enact inclusive education</p>	<p>–</p>
<p>4.1.4 There are guidelines that support all teachers to collaborate to support all learners</p>	<p>4.1.4.1</p> <p><i>At present, the LOMCE [Act on the Improvement of the Quality of Education] (2013) follows the guidelines developed by the LOE [Act on Education], introducing small changes. It considers four types of specific educational support needs: learners with SEN [special educational needs], gifted learners, late entries into the Spanish education system and specific learning difficulties. The principle of equity guarantees educational inclusion.</i> (European Agency, Country information for Spain, Systems of support and specialist provision)</p>



Policy priorities	Findings
4.1.5 There are guidelines on how methods of quality assessment, school evaluation, inspections and other accountability measures contribute to planning/identifying priority areas of professional learning activities for inclusive education	4.1.5.1 <i>Evaluation covers all education areas governed by the LOMCE and applies to learners' learning processes and results, teacher performance, education processes, management, and the performance of schools, inspection and the education administrations themselves. (European Agency, Country information for Spain, Systems of support and specialist provision)</i> 4.1.5.2 <i>The evaluation of the education system is carried out by the National Institute for Evaluation and Quality of the Education System – renamed the National Institute for Educational Evaluation (INEE) – and by the equivalent bodies designated by the education administrations, which assess the education system in their area of competence. (European Agency, Country information for Spain, Systems of support and specialist provision)</i>
4.1.6 There are strategies to support schools/higher education institutions to build strong leadership teams that are aware of the inclusive education agenda	–
4.1.7 There are incentives stated in policy for all teachers to engage in professional learning activities for inclusive education	–



Policy priorities	Findings
4.1.8 There are strategies stated in policy to develop the role of specialist teachers as a resource for mainstream schools	4.1.8.1 <i>The link-up and co-ordination between mainstream schools integrating pupils with special educational needs and in specific special education establishments is one of the principles guiding school inclusion. The aim is for special educational establishments to progressively become open educational resource centres for the professionals working in the local mainstream establishments.</i> (European Agency, Country information for Spain, Systems of support and specialist provision)
4.1.9 There are strategies to promote professional learning for inclusion in teachers' common competence areas (e.g. experienced teachers and specialist teachers are expected to engage in professional learning activities that promote inclusive education pedagogies, such as co-teaching)	–
4.1.10 There are competences for professional learning in inclusive education for all teachers	–

Evaluative comments for 'Capacity building'

–



4.2 Funding

Policy priorities	Findings
4.2.1 There are financial incentives to encourage all schools/higher education institutions to develop policy and action plans for teachers' professional learning for inclusion	–
4.2.2 There are mechanisms for systematic data collection on expenditure on teachers' professional learning that informs cost-effectiveness issues	–
4.2.3 There are flexible resourcing mechanisms that foster teachers' professional learning at school level	–

Evaluative comments for 'Funding'

–



4.3 Monitoring

Policy priorities	Findings
4.3.1 There is a comprehensive accountability framework for monitoring and evaluating the implementation of teachers' professional learning for inclusion activities	–
4.3.2 Monitoring mechanisms ensure that inequalities in access to professional learning opportunities at regional or organisational levels are addressed	–
4.3.3 There are mechanisms to support schools/teacher education departments/higher education institutions to have ownership of review and improvement processes in relation to teachers' professional learning	–



Policy priorities	Findings
4.3.4 There are mechanisms to share and analyse data to inform improvement processes in relation to teachers' professional learning at national and local level	–
4.3.5 There is data available on whether teachers are engaged in professional learning that is relevant to the level of education they teach	–
4.3.6 There are mechanisms to ensure that teachers' professional learning contributes to improving inclusive education practice at school level/the level of a teacher education department or higher education institution	–

Evaluative comments for 'Monitoring'

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