

FORMACIÓN INICIAL, ACCESO A LA DOCENCIA Y DESARROLLO PROFESIONAL DEL PROFESORADO

INITIAL TRAINING, TEACHING ACCESS AND PROFESSIONAL DEVELOPMENTS OF TEACHERS

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Resumen

La evolución de la formación inicial, permanente y acceso a la docencia, así como su desarrollo profesional no ha variado, sustancialmente, en la sucesiva legislación educativa española tanto a nivel universitario como en el no universitario, ni en la mayoría de los sistemas educativos de nuestro entorno europeo.

Diversos organismos europeos, españoles e instituciones educativas han puesto de manifiesto esa necesidad de mejora de la formación inicial y de acceso a la docencia: Comisión Europea, Consejo de la Unión Europea, Conferencia de Decanos de Facultades de Educación, el propio Ministerio de Educación...

La reforma de las Facultades de Educación se hace necesaria para ofrecer otra formación a los futuros docentes. El desarrollo profesional, basado en la formación inicial, permanente y en la evaluación de la práctica

profesional, posibilitará la promoción a otros niveles educativos distintos, incluido el universitario, así como a otras funciones del sistema educativo.

La creación de Centros de Formación del Profesorado, dedicados a la preparación didáctico-pedagógica en contextos escolares de los futuros docentes, de dos años de duración, mejorará los estudios del Máster de educación Secundaria y ampliará la formación del alumnado de los grados de educación infantil y primaria.

Palabras clave: *Profesor, Universidad, formación docente, reformas educativas, master.*

Abstract

The evolution of initial and ongoing training, access to teaching, and professional development has not substantially changed in successive Spanish educational legislation, both at the university and non-university levels, nor in most educational systems within our European context.

Various European and Spanish organizations and educational institutions, have highlighted the need to improve initial training and access to teaching: the European Commission, the Council of the European Union, the Conference of Deans of Faculties of Education, the Ministry of Education itself, among others...

The reform of Faculties of Education is necessary to provide alternative training for future teachers. Professional development, based on initial and ongoing training and the evaluation of professional practice, will enable promotion to other educational levels, including higher education, as well as to other roles within the educational system.

The creation of Teacher Training Centres, dedicated to pedagogical preparation in school contexts for future teachers, lasting two years, will improve the master's studies in secondary education and expanded the training of students in early childhood and primary education degree programs.

Keywords: *Teacher, University, teacher training, educational reforms, master's degree.*

General approach

This article is the result of the study and reflection on the legislation established from LOGSE to LOMLOE, the reports of international organisations, Faculties of Education, the Ministry of Education and publications by experts from various universities, according to the bibliography consulted.

The Introduction to the study discusses conclusions of the European Commission (2007), White Paper on the Teaching Profession (2015), Conference of Deans of Faculties of Education (2017), Report of the contributions to the Forum "Educar para el siglo XXI" [Educating for the 21st Century], Challenges and Proposals for the Teaching Profession (2018), Conclusions of the Council of the European Union on Teachers and Trainers (2020) and the discussion paper of the Ministry of Education and Vocational Training: 24 reform proposals for the improvement of the teaching profession of January 2022.

The second part deals with **a proposal for the improvement of the initial training model, access to teaching and professional development** through the analysis of the referenced documentation, which is specified in the reform of the Faculties of Education and the creation of Teacher Training Centres.

1. INTRODUCTION

This study is a continuation of a first article published in the Journal of Educational Organisation and Management of the European Forum of Educational Administrators, in 2004, under the title "Formación inicial y carrera docente" [Initial training and teaching careers] (Igualada, 2004). The problems are the same after the successive educational reforms of the

Spanish Education System, both university and non-university. My experience as a teacher and in administrative management as an inspector of education support my reflections on the necessary reform of initial teacher training and access to teaching.

This need has been and continues to be discussed in teachers' senates, as well as in training sessions in seminars and congresses, in associations of teaching collectives and Educational Inspection, in Faculties of Education, in meetings of the Movements for Pedagogical Renewal and in Teachers' Centres. The eighties and nineties were intense decades for the aforementioned groups and for continuous reflection and work on the reform of the initial teacher training model. The evidence, so often contrasted, is the systemic lack of focus of the training received by future teachers in the subsequent Teacher Training Colleges and Faculties of Education to face the reality of the school context. This lack of preparation has not only manifested itself in teachers who begin to work with pupils in nursery, primary, secondary, vocational training, music and dance, languages, etc., but also in teachers who teach at the university itself, who have not received the necessary training to carry out this responsibility.

In the aforementioned 2004 article, published after the Bologna university model had been adopted, the proposal described was based on initial training from the end of undergraduate studies: some students go to the world of work and others to the Training Centres for future teachers with two years of didactic specialisation and pedagogical positioning in the subjects to be taught and work in specific work experience centres. After these two years of training, assessment by the training centre, the work experience tutors and the education administration itself, access to teaching is made possible. Subsequently, their professional development will depend

on their further training and the corresponding evaluations, and they may go on to teach other subjects, to positions of responsibility in educational planning and management, to the management of schools, to educational inspection, as well as to the teacher training centres themselves.

The monographic issue of the "Revista de Educación", number 393, "Profesores para el siglo XXI: Perfil académico, formación inicial y prácticas docentes de los profesores españoles" [Teachers for the 21st century: Spanish teachers' academic profile, initial training and teaching practices], is a necessary reference for understanding and reflecting on the content of the various articles by the professionals and experts who write them. I have focused on the article by Jesús Manso and Rocío Garrido-Martos (2021) because its title "Formación inicial y acceso a la profesión: qué demandan los docentes" [Initial training and access to the profession: what do teachers demand?] seemed appropriate for the introduction of this article and as a state of the question.

The research by Manso-Garrido-Martos is based on a questionnaire sent to 1148 teachers. In the summary of the article itself, it is already stated that "the results show a negative assessment of the current systems of both initial training and access to the profession".

The results of the line of research carried out are clear and convincing, as they have been expressed in so many meetings, courses, seminars, working groups, etc.: "Low assessment of the contribution that initial training makes to subsequent professional practice..., practices are more useful than theoretical training". Measures are proposed to improve this initial training by modifying aspects relating to both access and content. With regard to

selection for access to the profession, there is clear disagreement with the current system of competitive examinations.

On the basis of the results, these authors propose "to improve the professional initiation of teachers with a closer relationship between the educational administration, universities and schools". I agree with this proposal and it is the basis of my 2004 study and of this article. With regard to initial training, they state that "it is essential to work on the correct integration between theory and practice, as well as disciplinary, didactic and psycho-pedagogical content". I believe that this is a difficult task, considering that those who train future teachers are, in general, unaware of this school reality. We need to move towards a consensus on the reform of the very institution that is responsible for the preparation of teachers who are at the base of the pyramid structure of the education system.

In Ignacio Zafra's interview with the pedagogue Juan Manuel Escudero, published in El País on 27 September 2023, he states:

Nobody knows how teaching is being done in Spain, we are flying blind: we should have taken great care in the initial training and preparation stage, in the contents and methodologies of teacher training. And this should have brought with it much more attention than was given, unfortunately little, to those who were the trainers of future trainers.

I also share and adopt the reflections of this education professional who has held positions of responsibility in the education administration. And this is the fundamental reason for this study, to start at the beginning, with the reform of the University's own training centres so that the best prepared teachers can arrive in the classrooms.

What has been done so far with regard to initial teacher education and professional development? As already mentioned, the problem is not new. Initial teacher education and professional development has been present in many training days. The conclusions and proposals have always been forgotten.

1.1 References from the European Commission report in 2007

The European Commission (2007) in its Communication to the Council and the European Parliament on improving the quality of teacher education reports on lifelong learning, the necessary skills of teachers, their reflective practice and research, their necessary qualifications... On teacher education in higher education it states:

Education should be provided up to Master's and doctoral (as well as undergraduate) level and links between teacher trainers, in-service teachers, the world of work and other agencies should be improved. Those responsible for teacher education should have practical classroom teaching experience and should have They should have practical classroom experience and have achieved a very high level of the skills, attitudes and competences required of them.

1.2 "El libro blanco sobre la Profesión Docente". Ministry of Education and Science. 2015.

In "El libro blanco sobre la Profesión Docente" [The white paper on the teaching profession], (Marina, J.A; Pellicer, Carmen; Manso, Jesús, 2015), regarding the reform of teacher training and following the model developed by Eugenio Narrase and Francisco López Rupérez (2015), it is proposed that teacher training be articulated as an undergraduate degree taken at the University (Degree in Early Childhood and Primary Education or Degree in

any of the academic specialities, for secondary education) plus a three-year training and professional qualification period, which we will provisionally call trainee teachers. In other words, the “educational MIR” [Educational Residency Training Program] model.

With regard to professional development, it is argued that the statute of the teaching profession should design a teaching career with three development paths:

- a) Academic progress.
- b) Teaching management.
- c) And in the same job, with the teaching work being recognised by financial incentives or prizes.

1.3 Conference of Deans of Faculties of Education. 2017

The Conference of Deans of Faculties of Education, held in Santiago de Compostela on 4 and 5 May 2017, in its annual monograph, addresses training and access to the teaching profession. Representatives from five educational administrations (Galicia, Asturias, Catalonia, the Basque Country and La Rioja) and the Ministry of Education attended. Representatives of the National Association of Students and Teacher Training and the Secretary of State for Education and Universities of the MECD attend. The executive of the Conference presents and explains its proposal to the Ministry of Education on the bases of the professional teaching career. This proposal

was ratified at the Conference's Ordinary Annual Assembly, held in Malaga on 10 November 2017.

In relation to the admission of candidates, a rigorous selection process is proposed for access to the Teaching and Secondary Master's degrees in order to *attract the best and most suitable candidates to become teachers*. In 2017, the Catalan universities began their Personal Aptitude Tests (PAP) for access to the Infant and Primary Education degree and, in 2024, they withdrew them due to the high number of failures, the enrolment of these students in other universities outside Catalonia and their subsequent return to Catalan teaching centres.

With regard to initial training, based on the objective of *offering high quality training, based on scientific knowledge of Education Sciences and adapted to the needs of the system and of professionals*, proposals are made for more practical placements in teaching degrees and in the Master's Degree in Secondary Education, with lower ratios in classrooms to enable real situations to be encountered by teachers in their professional practice; guaranteeing the training nature of the Practicum and its equivalent treatment to clinical placements in health science degrees.

Other proposals are made for structural changes in the syllabuses, such as guaranteeing the formative nature of the Practicum, increasing "the dedication to monitoring and accompanying students, coordination with tutors and centres, as well as the formative assessment of the process". Likewise, it is considered necessary to introduce incentives for the teaching staff tutoring the work placement centres.

In access to the teaching profession, it is argued that the "formative character of the professional induction stage should be recovered and the

competences acquired in initial training should be consolidated by drawing on expert professional knowledge and guided experimentation".

An access model similar to the **MIR** is proposed, which can be improved in its application to the educational field, but without making proposals to modify the degree curriculum before reaching professional positions. The most important characteristics of this model of the Access to the Teaching Profession (APD) system can be summarised as follows:

- Two years' duration.
- For all levels of education.
- Procedure for access to the teaching profession agreed and coordinated with the Autonomous Communities.
- Number of places linked to the absorption procedure of the education system.
- Recruitment of trainee teachers on terms equivalent to the MIR in medicine.
- Reference centres where to develop this training, with professional tutors, academic tutors (University), training programme, and continuous/training evaluation would lead these teachers to their ACCREDITATION.

It is proposed that this MIR model be for all levels of education, not including the university level, which is in need of the same requirements that they claim future trainers must have.

This document of the Conference of Deans of Faculties of Education closes with its proposals on in-service or continuing teacher training. As

already indicated, this MIR model, in its general lines, was described in the aforementioned article by the author (Igualada, 2004).

1.4 Synthesis report of the contributions to the Forum “Educar para el siglo XXI”. Challenges and proposals for the teaching profession, held on 6 November 2018 and organised by the Ministry of Education and Vocational Training.

In the Introduction signed by the Minister of Education at the time, Isabel Celaá Diéguez, it is stated that our teachers need sufficient and appropriate initial and ongoing training..., to affirm that the ministry itself is fully aware of the need to comprehensively address the professional development model that teachers and the progress of our current education system need today.

In addition to the panel of experts, the educational community participated through a questionnaire posted on the forum's website. This questionnaire was due to be completed between 6 November and 14 December 2018. 5010 responses were received regarding decisions on “how to improve the different stages of teacher professional development (initial training, induction phase, in-service training and performance appraisal)”.

It is stated that the questionnaire is to improve the different stages of professional development in teaching, on the understanding that this is already taking place, when the LOE only contemplated in its twelfth additional provision, maintained in the LOMLOE, **entry and internal promotion. This promotion involves** access to the different teaching bodies by means of competitive examinations and the transition between these teaching bodies with years of seniority, plus competitive examinations and merit assessment, in some cases with reserved places.

The questionnaire focuses on previous approaches:

a) How to access initial training and ways of improving it. The majority of respondents favoured a selective process, an increase in the number of traineeships, a review of the preparation of university teachers in terms of their knowledge of the reality of schools and of teaching processes in real contexts. The response from a national organisation can summarise this first section:

The university needs teachers with real experience in pre-school, primary and secondary education in order to be able to train undergraduate teaching students. It is not possible to teach special didactics (reading, writing, arithmetic) without having teaching experience at these levels.

Other answers refer to the need to review the contents of the degree or the ways of teaching classes similar to the context of future teachers. In the Master's Degree in Secondary Education, the need for more didactics and less disciplinary content was stressed.

b) Possible induction phase with a period of practical training in a school, supervised by an expert teacher, paid and evaluated.

c) Adequate lifelong learning, desirable modalities and timetable for its implementation. Firstly, satisfaction with in-service training is low. With regard to its improvement, the contents considered to be a priority are emotional education, coexistence, learning difficulties, educational technologies, and training in schools is valued

d) Compulsory or voluntary teacher appraisal and its potential career effects. Two thirds of respondents said that it should be compulsory

and its effects should only be formative (57.5%) as opposed to punitive or recognition (40.6%).

The document concludes with other proposals to improve the teaching profession, such as raising salaries, lowering ratios, providing resources to schools, increasing investment in education, reducing bureaucracy in schools... etc.

1.5. Conclusions of the Council of the European Union of 26 May 2020 on European teachers and trainers of the future. OJ 193 of 9.6.2020. C 193/11.

The thirteenth conclusion on the difficulties shared by teachers and trainers identifies difficulties specific to the different levels and types of education and training. For higher education, it is pointed out, among others, that

Qualifications for entry to academic teaching often do not focus on equipping candidates with adequate pedagogical skills. It also states that large-scale and widespread continuing professional development opportunities focused on improving the pedagogical skills of academic staff are not available in all Member States.

1.6 LOE/LOMLOE, 2020. The Ministry of Education and Vocational Training's discussion paper: 24 reform proposals for the improvement of the teaching profession. January 2022.

The 24 proposals for the improvement of the teaching profession stem from the seventh additional provision of the LOMLOE:

In order for the education system to be able to face the new challenges demanded by society in better conditions and to promote the

development of the teaching profession, the Government, in consultation with the Autonomous Communities and the representatives of the teaching profession, shall present, within one year of the entry into force of this Act, a legislative proposal that regulates, among other issues, initial and ongoing training, access and professional development of teachers.

The document is known to the Education Community. Its different sections are analysed on the basis of the following proposal.

2 PROPOSAL FOR REFORM OF THE MODEL FOR INITIAL TEACHER TRAINING, ACCESS TO TEACHING AND PROFESSIONAL DEVELOPMENT

The approaches described above justify now more than ever the need for reform of the model of initial teacher education, access to teaching and professional development.

The transfer of information and knowledge, as we know it now, is no longer sustainable. Practically everything is in the cloud, in data centres, and will be in our brains, with the chip incorporated, in the not-too-distant future. The processing of this information transferred and contained within us will make us different, autonomous, creative, enterprising...

The educational sphere is becoming more closely linked to the productive sphere, especially in the proliferation of private universities. And yet, the contents of undergraduate curricula have hardly been modified. Nor have most of the syllabuses for access to teaching bodies at non-university levels, which date from the 1990s, been updated. Students are different because society is different and the education system is lagging behind with partial solutions and no answers. The results are mismatches between what is taught and what the world of work needs. The Knowledge and

Development Foundation, in its 2023 report, points out that there is an excess of degrees with a percentage of 10% of good graduates without a job.

The education system has been, and continues to be, subject to continuous reform. At conferences, congresses and seminars, there has been no lack of mention of the pending reforms, which have always come to a standstill in the real reform that is necessary, the reform of initial teacher training. Juan Manuel Escudero, in the interview cited above, among the problems analysed, states:

One is the enormous ideological polarisation. We have witnessed a period of reforms and counter-reforms... counter-reforms of the reforms... It has been and is very pernicious, and it ends up transferring an ideological and professional confrontation to the centres. professional confrontation to the centres. We have put most of our energies into reforming and changing education in educational legislation which, although interesting in principle, has lost much of its potential.

We should have taken great care during the initial training and preparation stage in terms of content and methodologies of teacher training.

Likewise, successive university reforms, with their departmental interests, have failed to engage in fundamental structural reforms.

The reform of university education in Spain has essentially consisted of the structural reformulation of degree programmes (timetables, administrative procedures, creation of new subjects from the fragmentation of others...) and scarcely in the implementation of new curricula" (Rodríguez Sabiote et al., 2006). (Rodríguez Sabiote et al., 2006).

The difficulties of modifying curricular content in the Faculties of Education, the Ministry's own relations with Universities, with the Autonomous Communities or the financing costs themselves would not be an obstacle because the structural reform would modify the Faculties of Education themselves. This is a systemic change, without which the proposals of good intentions that do not lead to genuine reform will be repeated.

As already specified, the Conference of Deans of Faculties of Education, in its 2017 proposals, does not modify the initial undergraduate training and proposes a system of APD, of two years' duration and hiring of teachers in paid internships equivalent to a MIR.

The University's own Departments of Education, Didactics and School Organisation have for years been expressing their concern for this initial teacher training at conferences and congresses.

Francisco Ibernón and María Teresa Colén, in their research on the current teaching degree, conclude

...that a teacher profile continues to be formed that is centred on the classroom, with little involvement in the functioning of the school and even less in relations with the school environment. In other words, initial teacher training has not changed substantially with respect to that of previous curricula (Ibernón and Colén, 2014).

Antonio Bolivar also speaks along the same lines when he speaks of a professional identity, following the implementation of the European Higher Education Area (EHEA):

Any change has to be systemic: for example, in the context of the EHEA, to have established a common three-year Bachelor's degree (like almost all of Europe) and a two-year Master's degree dedicated to teaching and research, which would configure a professional teaching identity from the outset (Bolívar, 2021).

There would now be a commitment to present a new system of access to teaching (giving priority to tutored professional practice), which should restructure the necessary changes in initial and in-service training and, especially, the design of a professional career (with the corresponding evaluation of professional practice). (Bolívar, 2021).

Similarly, the evaluation of the Master's Degree in Secondary Education is present in Spanish universities, especially in the Departments of Didactics and School Organisation. For example, **La Revista Profesorado** de la Universidad de Granada, Vol. 23 N° 3 (2019) in its monograph on "Experiencias y reflexiones sobre la Formación Inicial del Profesorado de Enseñanza Secundaria: retos y alternativas" [Experiences and reflections on Initial Secondary Teacher Education: Challenges and Alternatives], featuring various professionals such as Escudero Muñoz, Domínguez Fernández, Ibernón Muñoz, among others... In the introduction, Domínguez Fernández himself, after interviewing Professor Gimeno Sacristán, points out the problems already expressed about the Master's Degree in Secondary Education: the adequacy of the demand for places to the offer of the Master's Degree, the competitive examination system is not the best option for selecting the best teachers, the academic versus psycho-pedagogical profile of the teacher and the separation between theory and practice.

The study of the situation of the Master's Degree in Secondary Education in Spanish universities carried out by the Faculty of Education of

the University of Murcia with the participation of different professors from other universities is conclusive in its description and analysis: heterogeneity in management, as it cannot be otherwise due to university autonomy, the need for a training model to respond to the needs of a secondary school teacher, departmental interests take precedence over the development of the Master's Degree itself in each university... (López Ramos, VM; Yuste Tosina; Urkidi Urkidiorrieta, Pello; Losada Iglesias, Daniel, 2020). Their proposals are to improve the established Master's degree model without going into structural reforms.

In proposal 7 of the aforementioned document on the discussion of the reform for the improvement of the teaching profession of the Ministry of Education and Vocational Training (2022), **a new model of initiation to teaching (PID) in initial training based on practical learning** is established. The current design of Bachelor's and Master's degree internships is modified in order to bring students closer to the reality of work and enrich their theoretical training with direct experience. The aim is to adapt a DUAL training model that is developed in the university centre and in the non-university educational centre with paid work activity.

Article 22 of Royal Decree 822/2021 of 28 September, which establishes the organisation of university courses and the procedure for quality assurance, provides for the possibility of Dual Mention in these courses. The Dual Mention involves a common training project that is developed complementarily in the university centre and in a collaborating entity, which may be a company, a social or trade union organisation, an institution or the administration, under the direction or leadership of the university centre, and whose objective is the appropriate training of students to improve their comprehensive training and improve their employability. The articles include various circumstances for carrying out this dual training,

among others, the percentage of credits contemplated in the study plan to be developed in the collaborating entity: from 20% to 40% of credits in Bachelor's degrees and from 25% to 50% of credits in Master's degrees. These percentages shall include Bachelor's and Master's Degree Final Projects.

2.1 The reform of Faculties of Education and the creation of Teacher Training Centres for the improvement of initial training, access to teaching and professional development of teachers.

The reform of the Faculties of Education must begin with the system of access to their teaching staff. **Providing these centres with trainers who are knowledgeable about the school reality and specialists in their subjects is the basis for change.** It has already been said that it is not possible to prepare a student to be an early childhood education teacher if he or she has not been a teacher of the same subject in a centre of these characteristics. With regard to the improvement of the curricula of the infant and primary education degrees, proposals have been made and continue to be made on the basis of questionnaires to students and practising teachers at training days and seminars, and it is only necessary for a group of experts to give concrete form to these requests.

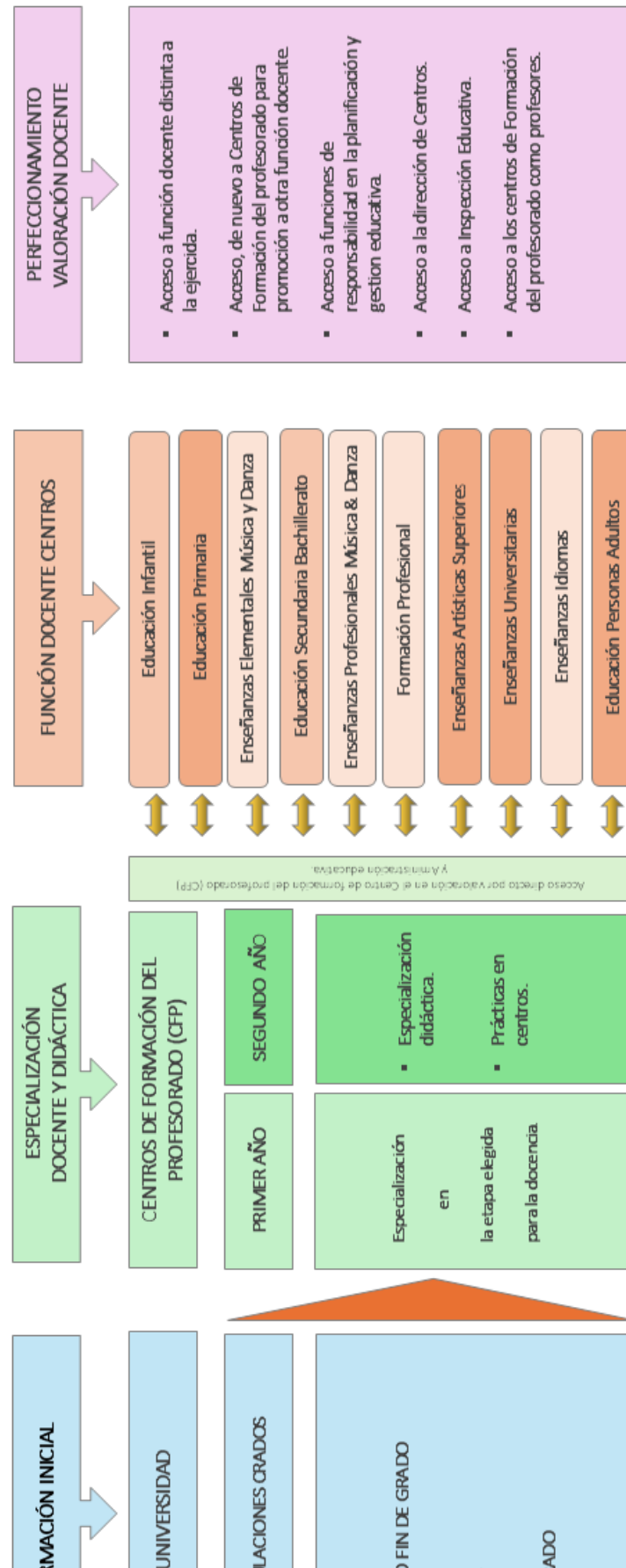
The Teacher Training Centres will be the centres where students who, having passed the corresponding degree, decide to become teachers of the different subjects, will carry out their teaching and didactic specialisation studies. The studies are carried out over two academic years: the first year is devoted to specialisation in the chosen subjects and the second year is devoted to paid work experience in the reference centres for these subjects. The current secondary school master's degree has thus been extended in terms of time and content, as reflected in the results of questionnaires given

to students and practising teachers at training days. The students of the infant and primary education degrees will also complete their studies in these centres, broadening their training for the specialised attention required by these students.

The staffing of education faculties and teacher training centres must be circular, feeding back from the bottom to the top and vice versa, and horizontal, as specified in **table 1**. This same process of circular provision of teaching staff in centres and institutions, as well as in the educational administration, is the basis of professional development and improvement, about which so much is spoken and written, but which has not been fully realised due to vested interests in the universities themselves and the lack of political decision to tackle the necessary systemic changes. The implementation of some of the proposals in the aforementioned Document for Debate of 24 proposals of the Ministry of Education of 2022 could be a good start to begin to change, but with the political will to modify the Faculties of Education and the university system as a whole.

Access to these Teacher Training Centres, after the corresponding Degree studies can be made with the requirements that have been described in the White Paper on Education (2015); the Conference of Deans of Faculties of Education of 2017; from the Ministry's own 24 proposals, 2022, as well as from the exposed approaches of the experts themselves in their publications and their professional trajectories of the Departments of Didactics and School Organisation.

PROPUESTA DE FORMACIÓN INICIAL DEL PROFESARDO Y SU DESARROLLO PROFESIONAL



A. Igualada

ANDO LABORAL

Table Nº 1 Proposal for initial teacher training and professional development.

Access to the chosen **TEACHING ROLE** shall be by direct entry, in accordance with the assessment carried out in the Teacher Training Centres and representatives of the Education Administration in the Training Centres, according to the needs of the education system and by means of a job bank prioritised by corps and specialities for each of the promotions. The Plan of Studies for Teacher Training Colleges, regulated by Order of 1 June 1967, (BOE of 8 June 1967) contemplated this situation. Article 5 states:

Final grade. The marks for the academic record and the maturity test, on the one hand, and the practical training period, on the other, shall be combined into a single mark, which shall allow the ranking of the qualified teachers in each promotion, with a view to their integration, where appropriate, into the National Teaching Corps".

This 1967 Curriculum for Teacher Training Colleges has been recognised and well appreciated by the selection of professionals who entered the classroom as teachers.

The further training and teaching assessment activities carried out by the different educational administrations and the Teacher Training Centres themselves will make professional promotion possible in order to teach other courses, as well as to assume positions of responsibility in the educational system and in the Administration itself. Access to other education system courses may also be gained through the chosen speciality course at the Teacher Training Centres by means of paid study leave. Likewise, and with the corresponding assessment, it will be possible to gain

access as a teacher to these Teacher Training Centres and to the Faculties of Education through the procedure to be determined, which will be staffed, in this way, with those teachers with recognised prestige and experience in their speciality. In this way, the horizontal and vertical process of circular allocation of teaching staff to these training centres will have been completed.

2.2 Teacher professional development in education legislation.

The **professional development of teachers** is articulated in the state legislation itself, starting with the recognition made in the Law of the Basic Statute of the Public Employee (Royal Decree 5/2015 of 30 October); in Title III of the LOE, referring to Teachers, as well as in other lower-ranking regulations. All of this is disseminated and amplified in numerous articles and institutional proposals, as we are seeing. However, the legislative reality is different. The twelfth additional provision of the LOE/LOMLOE speaks of **entry and internal promotion**. These laws have added practically nothing new to the model established in the references of the LOGSE/LOCE laws (Igualada, 2004). A promotion based on access to other corps of the same group and level and acquisition of new specialisations, as well as to other higher corps, is established. These interconnections or passages between teaching bodies are carried out on the basis of merit assessment, seniority, reserve places and competitive examinations, as described in **table 2**.

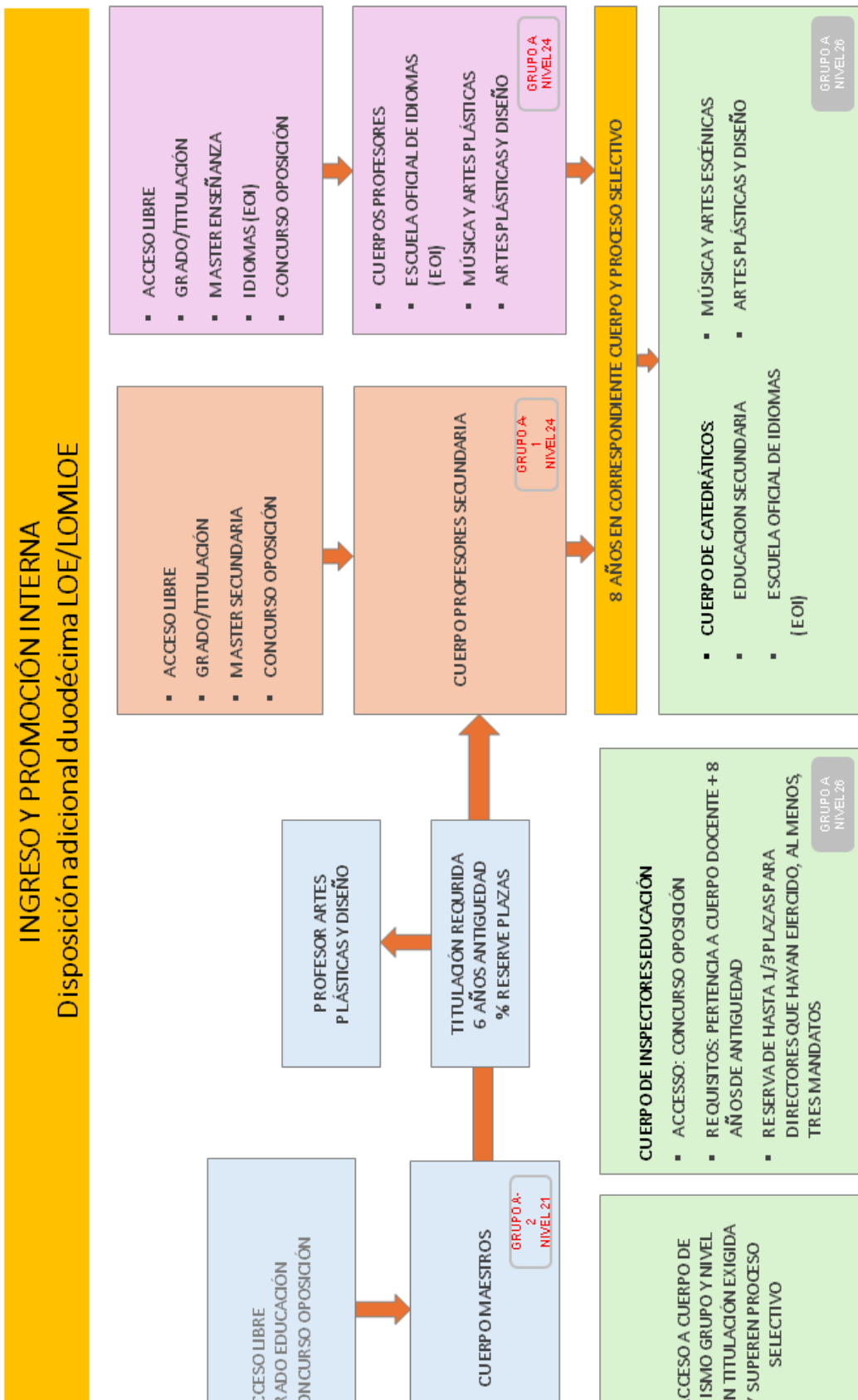


Table 2. Teacher professional development in current legislation: Teacher entry and promotion.

Proposals 23 and 24 of the document of the Ministry of Education and Vocational Training (2022) refer, respectively, to the promotion of performance appraisal procedures for the teaching profession and to the recognition of good professional development. The evaluation procedure would start with a self-assessment, a voluntary assessment linked to certain posts and compulsory for the managerial function or the completion of the traineeship phase. Recognition of good professional development would mean access to other teaching posts and to complementary remuneration. This is a declaration of intentions that must be put into practice. Teaching professional development is analysed by Escudero (2022) in the light of the document for discussion of the 24 proposals for the improvement of the teaching profession of the Ministry of 2022, and he assesses its treatment as insufficient and inadequate.

The LOMLOE, in its seventh additional provision, establishes that, within one year of its entry into force, a regulatory proposal will be presented to develop, among other aspects, **initial training, access and professional development of teachers**. So far, this has not been done. However, the maintenance and development of the 24 proposals is a hope for making progress on the problems detected and analysed regarding initial teacher training and professional development. This demand, which has been raised for years, will become a reality with the political will to complete the reform of the Faculties of Education and the creation of Teacher Training Centres.

The proposed professional development of teachers, Table 1, starts with entry to training studies in Teacher Training Centres. Access to chosen teaching through the assessment of the academic centre, practice centre and educational administration is already a promotion that will be extended with access to other teaching at different educational levels, management positions, administrative management, etc., through ongoing training and the corresponding assessments.

2.3 Professional development of university teaching staff: The academic career according to the Organic Law 2/2023 of the University System.

In Organic Law 2/2023, of 22 March, on the University System, LOSU, the academic career, with its transitional regime, is developed in Chapter IV on teaching and research staff at public universities. The Tenth Final Provision of the LOSU stipulates that, within six months of the entry into force of this organic law, the Government shall submit to the Congress of Deputies a draft **law on the statute of university teaching and research staff**. This has not been done to date.

3. CONCLUSIONS

Most of the studies analysed from institutional plans, from faculties of education by their own departments, as well as from international organisations, show a lack of training of future teachers to carry out their functions with quality standards.

The White Paper on Education (2015), the basic document on training and access to the teaching profession of the Conference of Deans of

Faculties of Education (2017), the Forum "Educar para el siglo XXI" (2018), as well as the document of the 24 proposals of the Ministry of Education and Vocational Training for the improvement of the teaching profession (2022), all agree on the adoption of more demanding measures for access to Faculties of Education and Masters of Secondary Education, improving the practices of these future teachers/professors in the classroom, etc. but there is no mention of the necessary structural reforms of these same faculties.

University autonomy in the governance, organisation and management of the institution holds back, due to departmental interests, more profound reforms, as stated by education experts from the departments of the Faculties of Education. They recognise that teachers do not leave the faculties unprepared, but they do not propose profound changes in these faculties to improve the teaching profession, as stated in the document of the Conference of Deans of 2017.

Improving the training of future teachers throughout the education system, including at university level, must be based on the excellence of the trainers of these future teachers. The creation of Teacher Training Centres would broaden the didactic-pedagogical preparation and practices in centres with teachers who are experts in the different teaching methods, as well as in school contexts. The teaching staff of these Training Centres, as well as of the Faculties of Education, should be cyclical, with teaching experience at the various educational levels before entering these centres.

The professional development of the teaching staff begins, with the proposal made, from the very moment of initial training and access to teaching after the academic and practical assessment in the chosen courses. Continuous further training will make possible subsequent

promotion to teach other subjects, hold managerial posts, administrative management tasks, etc...

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