



Spanish Education System Bilingual Teaching in Andalusia

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Junta de Andalucía

Consejería de Desarrollo Educativo
y Formación Profesional



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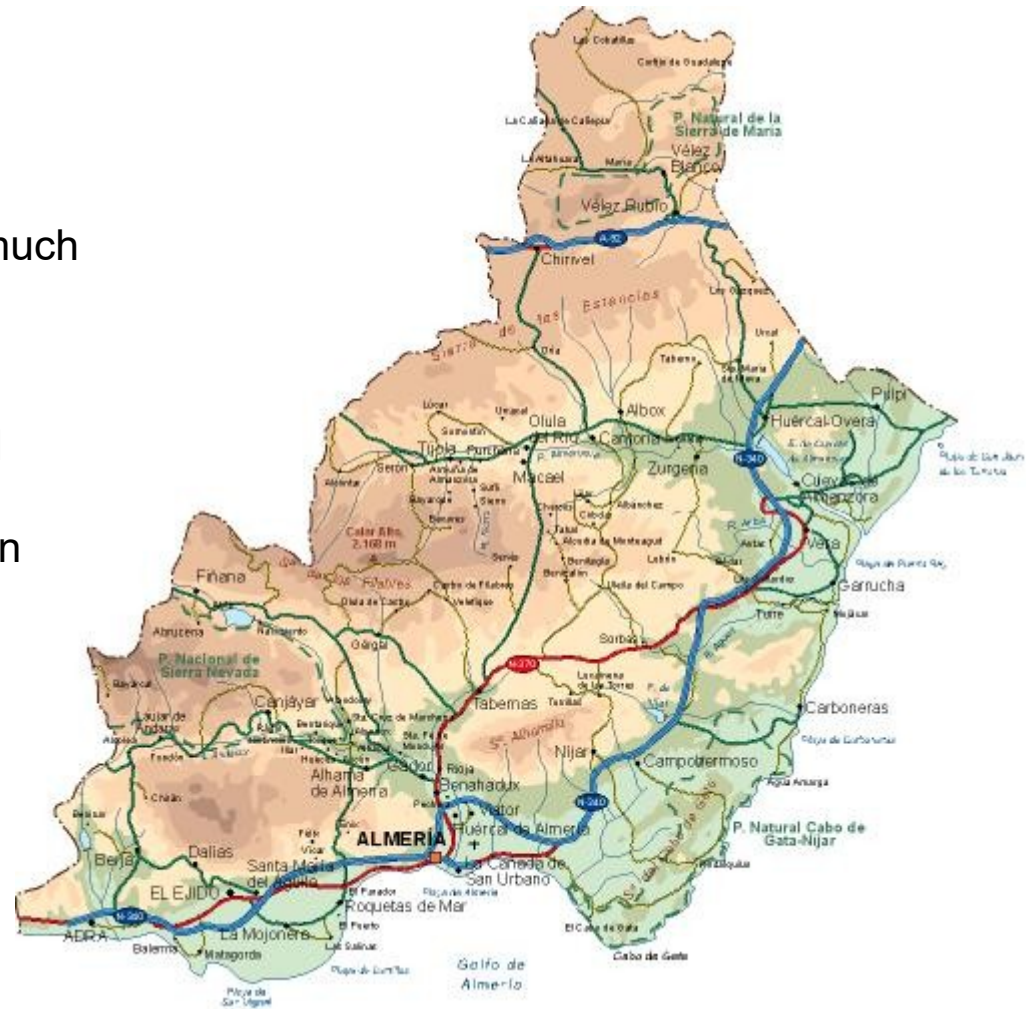
Introduction: Spanish Education System





Introduction

- Municipalities on the coast have much more demographic and economic growth than those located inland.
- The most economically developed municipalities attract immigrants mostly from Morocco, sub-Saharan Africa, Eastern Europe and South America.

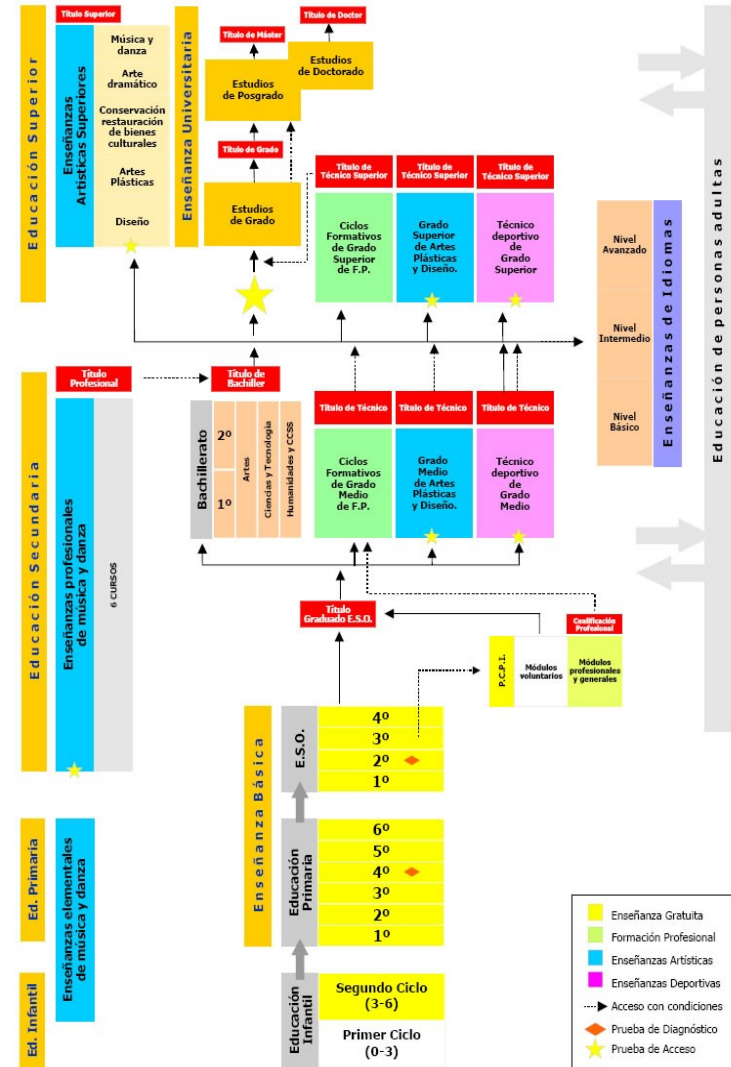


Spanish Education System

Organic Law on Education 2/2006 (LOE), in force since 2006, modified by *Organic Law 3/2020 (LOMLOE)*.

Key features:

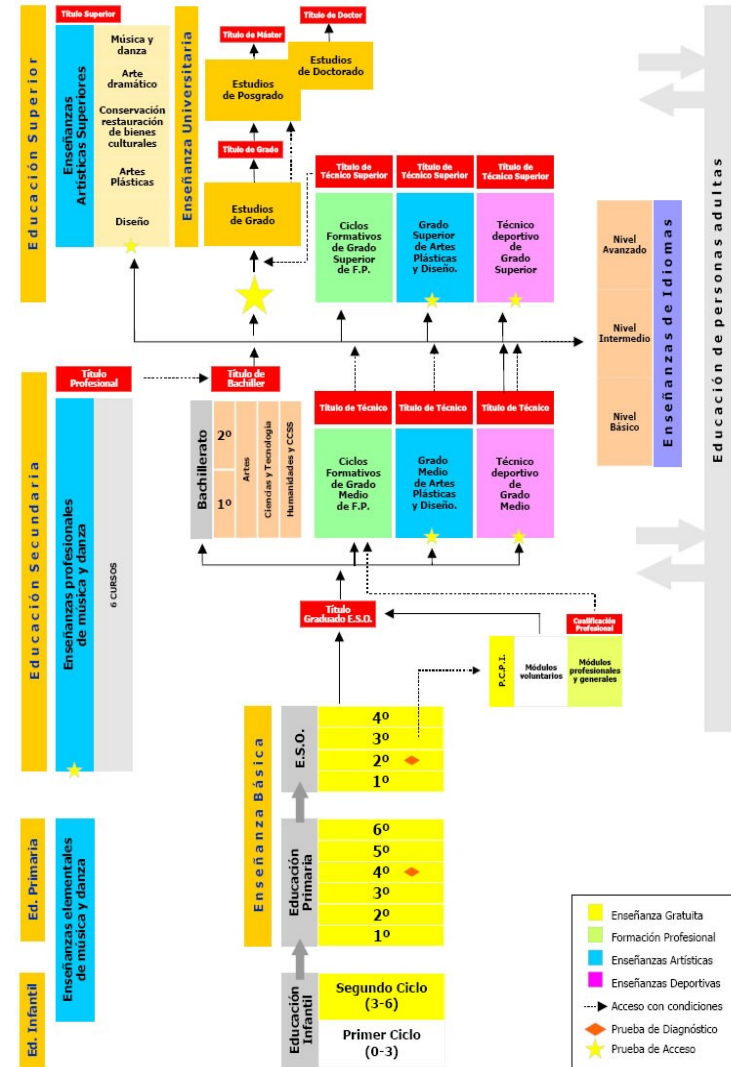
- It places **children's rights** on top of the guiding principles of the system.
- It promotes **gender equality**.
- It encourages the **continuous improvement of schools** and the **individualisation of learning**.
- It gives a central role to the development of **digital competence**.
- It recognises the importance of education for **sustainable development**.



Spanish Education System

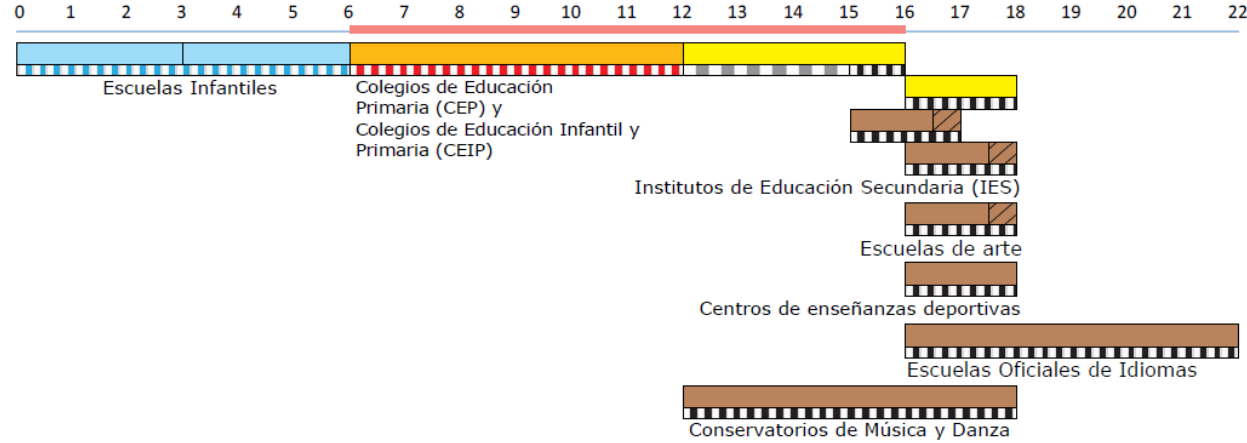
Administration:

- **Decentralisation:** educational competences are shared between the General State Administration (MEFP) and the authorities of the autonomous communities:
- Schools have pedagogical, organisational and management **autonomy** for their resources.
- Participation of the **education community** (parents associations, town halls, etc.) in the organisation, management and evaluation of schools.

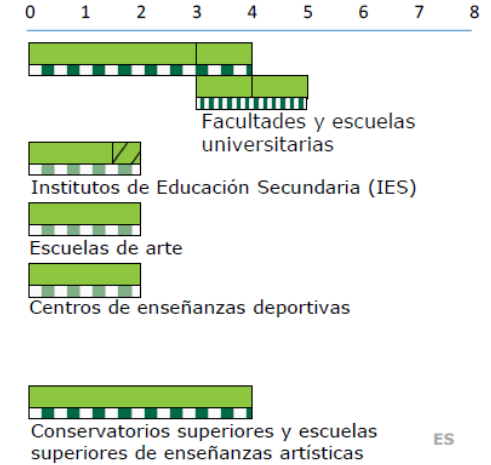


Spanish Education System

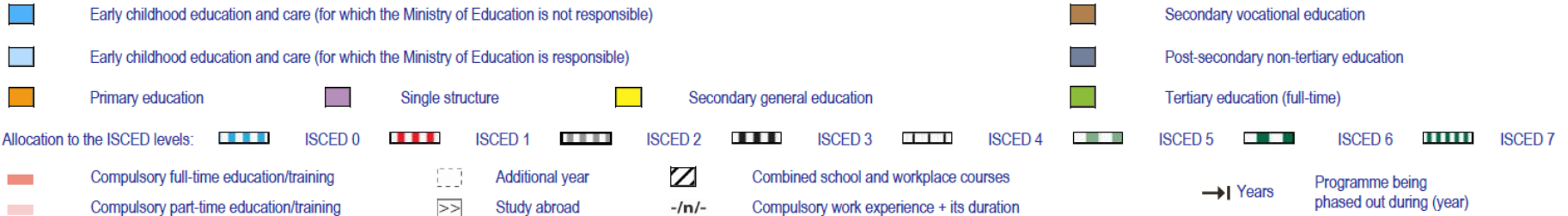
Age of students



Programme duration (years)

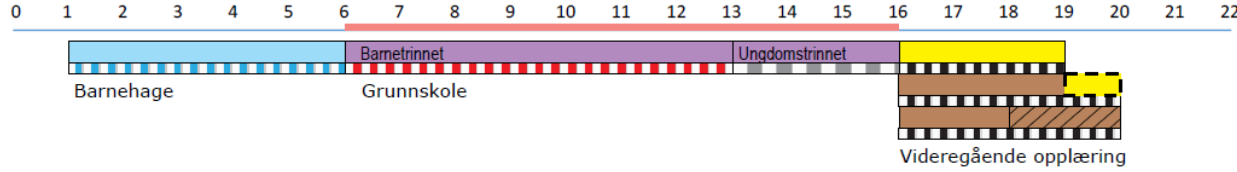


Note: *Escuelas oficiales de idiomas* offer language courses that may last for 11 years. Some of the education provision of *Conservatorios* can be recognised/validated in full-time mainstream education programmes, such as *Bachillerato artístico* at upper secondary education.

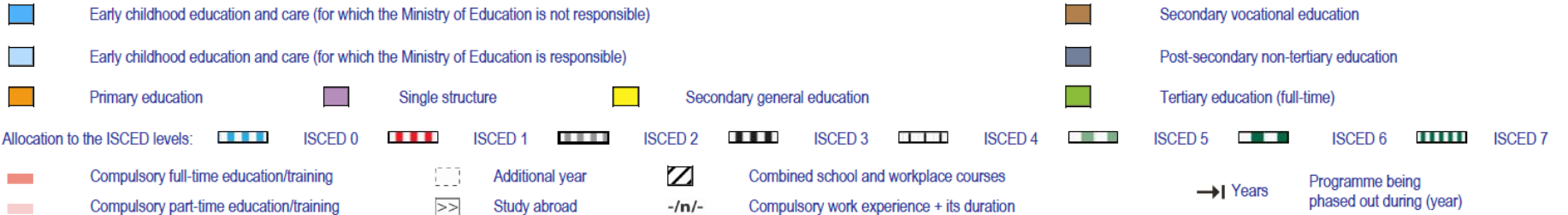
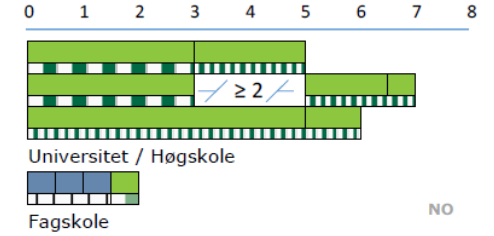


Norwegian Education System

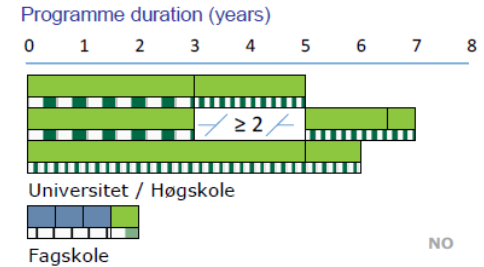
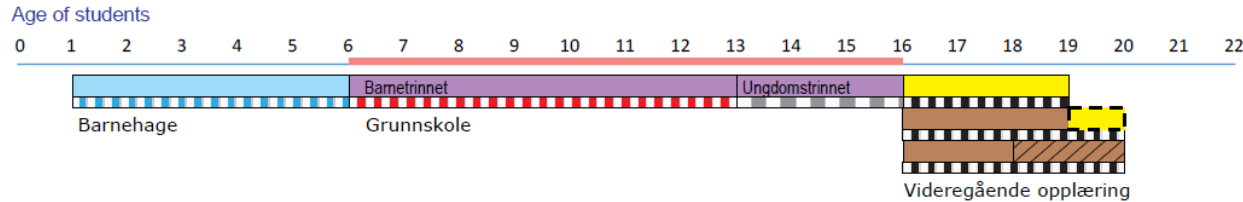
Age of students



Programme duration (years)



Norwegian Education System



Key features:

- **Inclusive and free education:** Primary and lower secondary education are unified and provide equal and adapted education for all students.
- Grade repetition is not practised.
- Upper secondary school is a **statutory right**, but not mandatory. **Adults** have a right to upper secondary education if they have not already attended it for four years.
- Few private schools. They can only charge limited fees and are not allowed to select students.
- **Lifelong learning:** basic skills training and validation of prior learning. Legal immigrants have a right and a duty to take courses in Norwegian language and social studies for immigrants.

Challenges in Spanish Education



Challenges in Spanish Education

1. Prioritise modernisation and flexibilisation.
2. Improve students' competence levels and compensate for initial disadvantages.
3. Modernise **Vocational Training** and improve enrolment and qualification rates.
4. Reduce **early school drop-out** and facilitate **reintegration** into the system.
5. Update the teaching profession to lead **methodological and curricular innovation**.
6. Improve the scope and quality of 0-3 education.
7. Give more individual attention for educational achievement in secondary school.
8. Guarantee **education in civic values** to enable critical thinking and participatory citizenship.
9. Guarantee investment in education and scholarships.
10. Increase **STEM vocations**, especially among female students.



Past and present of bilingual education in Almería



Bilingual Education

1998 – 2005

- Experimentation

2005 – 2008

- PFP: 400 schools
- CEFR: B1 > B2

2008 – 2011

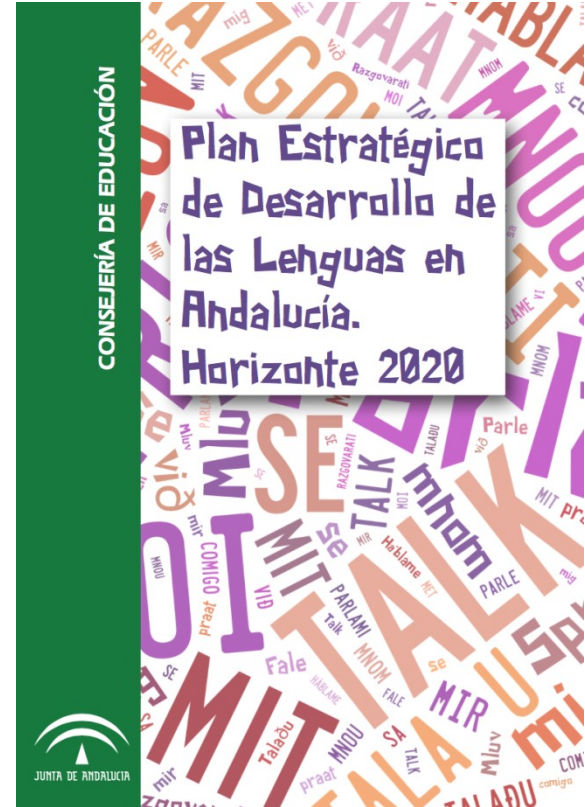
- New teaching stages

2011

- *Orden 28 de junio de 2011*: New inclusive model
- Bilingual private schools

2017

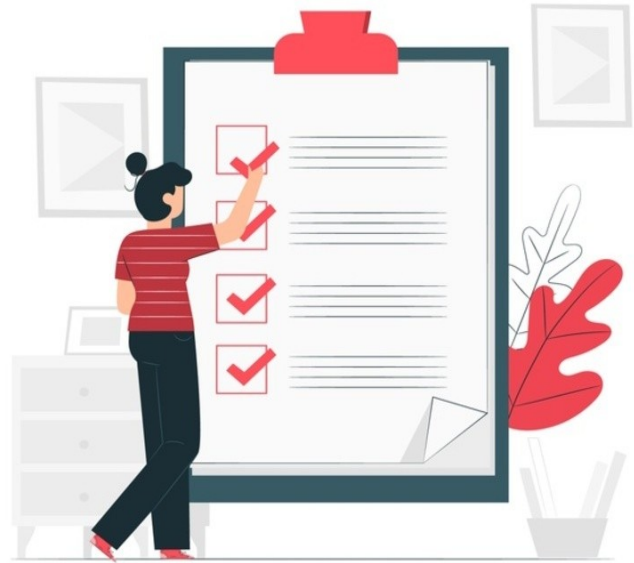
- PEDLA: up to 1500 schools in four years and teachers with a C1 level certificate.



Bilingual Education

Different actions to improve our students' linguistic competence:

- Creation of bilingual schools: PFP > PEDLA
- **CEFR**: A2 after Primary School, B1 after 4º ESO, B2 in Bachillerato.
- **CLIL methodology**, promoted in the teaching-learning of non-linguistic bilingual subjects.
- **Integrated Curriculum**, to integrate all bilingual subjects into one coherent syllabus.
- PLC (*School Language Project*): coordination of several plans, seeking the involvement of the whole teaching staff. “*Every teacher is a language teacher*”.
- **Internationalisation**: Erasmus+, eTwinning.



Internationalisation

Erasmus+ Accreditations in Almería:

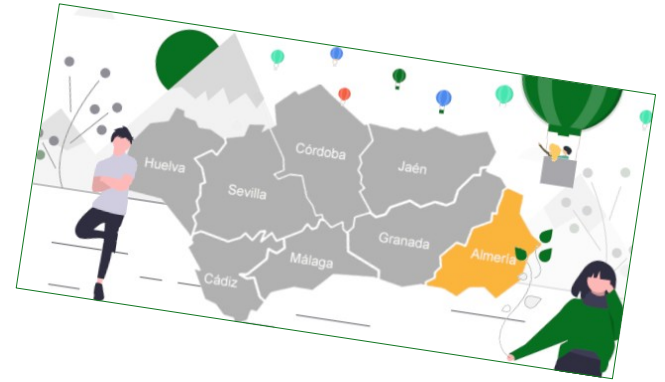
- School Education: 27
 - Vocational Training: 15
 - Adult Education: 4
- ...and counting.



Internationalisation

Call 2020:

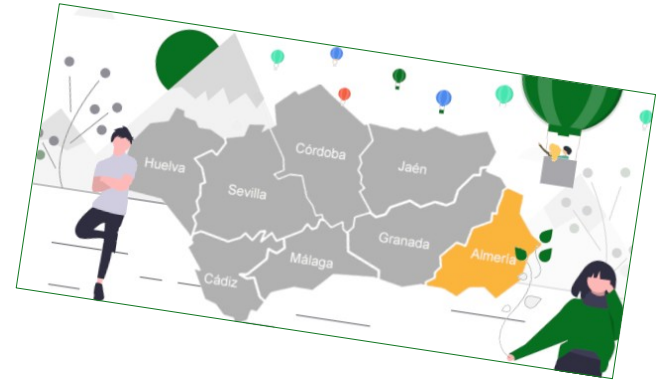
- **School Education (SCH):** IES Azcona, IES El Parador, IES Villa de V́icar, CEIP Santiago Ramón y Cajal, IES Nicolás Salmerón y Alonso, CEIP El Puche, IES Francisco Montoya, IES Sierra de Gádor, IES Alhamilla, IES Santo Domingo, IES Fuente Nueva, IES Sierra Nevada.
- **Vocational Training (VET):** IES Jaroso, IES El Argar, IES Almeraya, IES Albaida, CDP La Salle – Virgen del Mar, IES Sol de Portocarrero, IES La Puebla, IES Al-Ándalus, Conservatorio Profesional de Música de El Ejido, IES Los Ángeles, IES José Marín, IES Galileo, IES Cardenal Cisneros.
- **Adult Education (ADU):** IES Fuente Nueva, **IPEP Almería.**



Internationalisation

Call 2021:

- **Educación Escolar (SCH):** IES José Marín, IES El Palmeral, IES Carlos III, CEIP Posidonia, IES Valle del Andarax, IES Al-Ándalus, CEIP San Gregorio, CDP Divina Infantita, IES Bahía de Almería, IES Sol de Portocarrero, IES El Argar, IES Abdera, IES Las Marinas, IES Alhadra, IES Al-Bujaira.
- **Formación Profesional (VET):** IES Francisco Montoya, IES Santa María del Águila.
- **Adultos (ADU):** EOI Vélez Rubio, EOI El Ejido.



Internationalisation

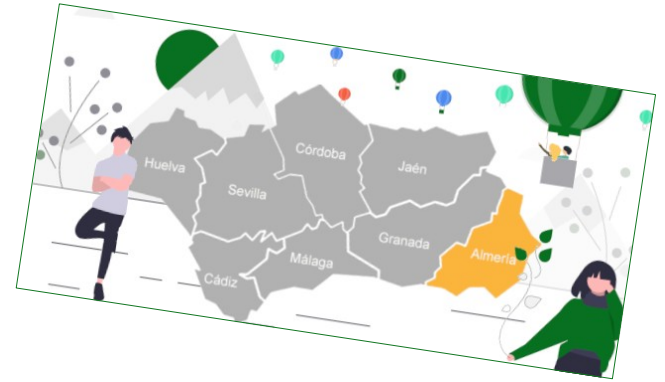
Etwinning Schools in Almería:

- IES Carlos III
- IES Al-Ándalus
- IES Alyanub
- IES Azcona

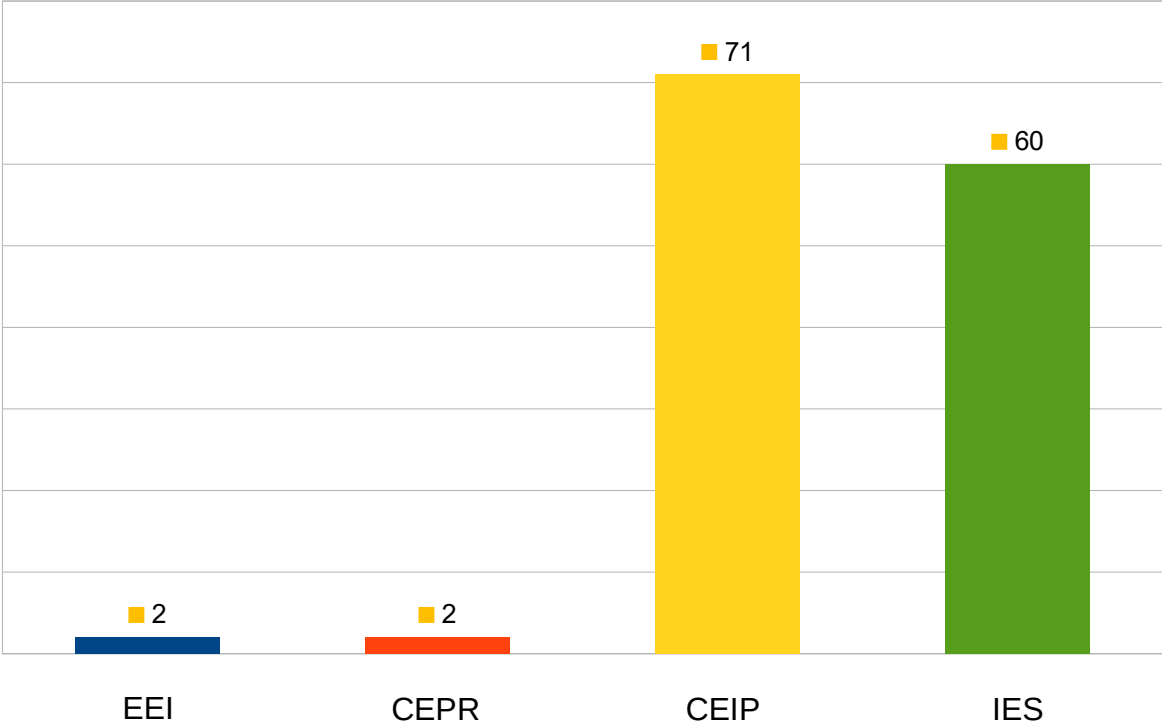


Bilingual Education

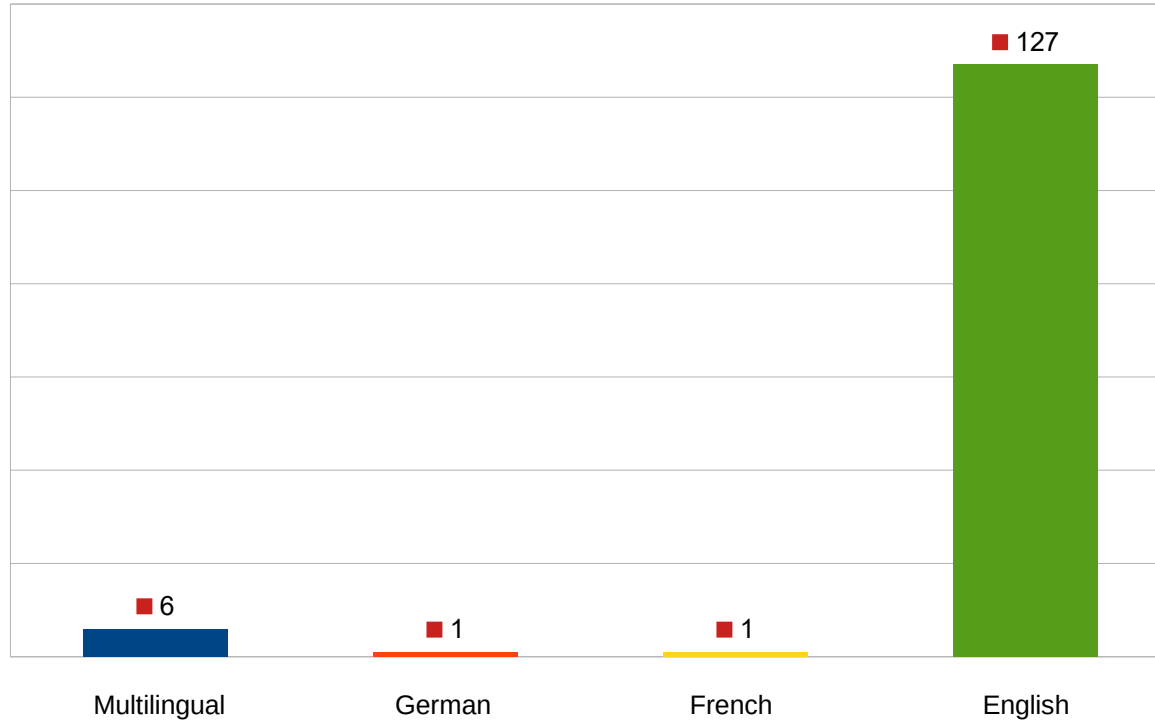
- 135 public schools
- 24 private schools
- 19 IES with bilingual **Bachillerato**
- 11 IES with bilingual **vocational training**
- 6 **multilingual schools**
- French as L2: CEIP Saint-Sylvain D'Anjou
- German as L2: IES El Argar
- Chinese: CEIP Madre de la Luz and IES Alborán, extracurricular at IES Nicolás Salmerón and IES Fuente Nueva
- **BachiBac**: IES Alborán
- **International Baccalaureate**: IES Celia Viñas



Bilingual Education



Bilingual Education



Bilingual Education

Management

- Content subjects must be taught in L2 at least **50%**
- Progressive implementation
- **Childhood Education:** introduction to L2, minimum 1 h. 30 min. a week
- **Primary Education:** Natural and Social Science are obligatory. Art and PE are optional.
- **ESO:** Content and foreign language subjects must amount to at least 30% of students' school hours. 2 content subjects every year. Teacher's bilingual class hours: minimum 50%.
- **Bachillerato and Vocational Training:** Minimum 2 content subjects in total.



Language assistants: Profile and functions



Language assistant profile



Age

Young, about 22-25



Educational background

University student / graduate
No teaching experience



Level of Spanish

Low, limited fluency



Experience abroad

Little or none



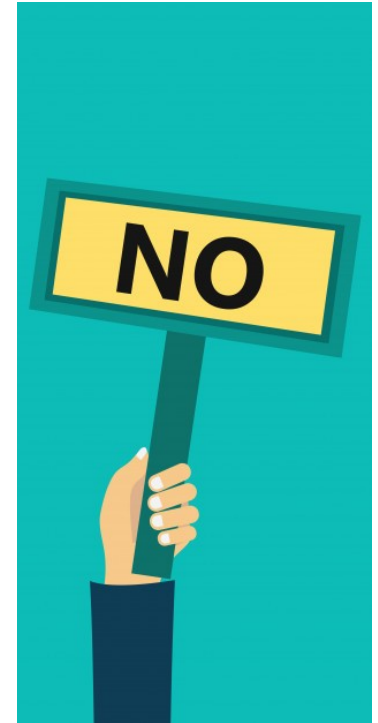
Language assistant functions

- Always speak in the target language in the classroom.
- Help improve the students' **oral skills** along **12 hours** a week under the teacher's surveillance, offering a model of oral linguistic correctness: **vocabulary, grammar, pronunciation.**
- Plan activities together with the content teachers.
- Collaborate in the making of **didactic materials in L2** and search for resources.
- Bring students closer to the **culture** of their country.
- Participate in extracurricular activities within the country with no direct responsibility over the students.



NO language assistant functions:

- Direct teaching without the teacher's surveillance.
- Explaining grammar.
- Writing planning documents, memos or reports; marking tests, exams, essays and other written tasks.
- **Evaluation** of students.
- Responsibility over the **students' safety** while participating in extracurricular activities.
- Dealing with students' behaviour and **discipline problems**.
- **Social involvement** with students, exchanging personal details, following on social networks, inviting or accepting friendship invitations.





Plurilingüismo Almería:

<https://blogsaverroes.juntadeandalucia.es/plurilinguismoalmeria/>



Plurilingüismo

DELEGACIÓN TERRITORIAL DE EDUCACIÓN Y DEPORTE DE ALMERÍA



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