

TRAINEE TO TRAINED TEACHER

Case study SPAIN

As part of the Trainee to Trained Teacher project, all partner organisations have produced case studies illustrating the use of the project resources, the partners' support and the overall impact on the associated schools involved in this project. This document provides detailed information about a case study from the UK.



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Context of participating school:

EFA La Malvesía is a small rural school where we offer studies of ESO (12.16), FPB (16-18) and vocational training of forestry and agriculture. Our school is located in a 2.000 inhabitants villages called Llombai. We belong to a net of 24 EFAs around Spain and we are members of AIMFR (world association of rural schools with more than 2000 schools). There are 509 students on roll included online students.

EFA La Malvesia cares the development of rural environment on through education and personalized concept of training and education. Personal contact, trust among educative community and permanent attention to families of our students; identify us as a singular school in Valencia, even in Spain.

Participating schools:

- A Coruña: EFA FONTEBOA. 16 teachers/ 232 students. ESO, ESA (for adults), Voc. TR. (agriculture)
- Alicante: EFA EL CAMPICO. 19 teachers/ 256 students. ESO, FPB, Voc. TR. (computers), on line studies.
- Ciudad Real: EFA MOLINO DE VIENTO. 14 teachers/ 204 students. ESO, Voc. TR. (vine and oil culture studies)
- Córdoba: EFA TORREALBA. 16 teachers / 239 students. Bach, Voc. TR. (agriculture)
- Granada: EFA EL SOTO. 11 teachers / 181 students. Voc. TR. (forestry)
- Valencia: EFA TORREALEDUA. 18 teachers / 261 students. ESO, FPB, Voc. TR. (health)
- Zaragoza: EFA LA NORIA. 9 teachers/ 146 students. FPB, Voc. TR. (health and administrative).

Support provided to Newly Qualified Teachers and Trainee Teachers before T2TT:

Situation about Newly Qualified Teachers is so varied. Most of schools, public system for instance, don't have any programme for them. Teachers have practices before their first job but they don't receive any help when they are already working. Public system offers courses and seminars but there isn't personal assistance. Rest of schools usually design their own programmes for NQTs but they are simple and superficial.

Trainee teachers: We don't have notice, they exist longer T2tt experience.

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Training, impact and implemented measures:

Trainings were held in the participating 7 schools and there was significant need for the schools to build the support system for NQTs in their schools. After this project the participants shown satisfaction about their achievement and that they can continue to improve their support system as the school year goes by and new various challenges arise.

Support provided to Newly Qualified Teachers and Trainee Teachers after T2TT:

We are developing the t2tt programme in our net of rural schools wher the support is important. Our central office, UNEFA, wants this t2tt proramme for NQTs is priority in next 5 years: Working collaboratively has afforded real learning about the need to facilitate and support those new to the profession to ensure recruitment and retention into the teaching profession.

School's vision for the future

if the first waves are succesful, logically NQTs will improve their competence in education, then schools will implant the system and spread it as we have learn in Carmel College where the training teachers programme runs perfectly. We are going to develope this system in semi-public and private schools and afterwards, show our work to the public administration.

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