In order to teach it is necessary to hold the **relevant academic degrees** and the **pedagogical and didactic training**, other former degrees equivalent for teaching purposes, or the authorisation of other degrees that could be established by the Government after consulting the Autonomous Communities.

The initial education required differs depending on the different education levels where teachers teach.

**Institutions, level and models of training**

<table>
<thead>
<tr>
<th>EDUCATION LEVELS</th>
<th>PROFESSIONAL FIGURES (PRE-PRIMARY EDUCATION) SPECIALITIES (PRIMARY EDUCATION) STUDIES (POST-COMPULSORY SECONDARY EDUCATION)</th>
<th>INITIAL EDUCATION</th>
<th>INSTITUTIONS</th>
<th>EDUCATION MODEL</th>
<th>LENGTH</th>
</tr>
</thead>
</table>

| PRE-PRIMARY EDUCATION (0-6 years old) | School Teacher of Pre-Primary Education | University Bachelor in School Teacher of Pre-Primary Education | • university schools for teachers education  
• education faculties  
• teacher education institutions attached to these faculties  
• institutions can be public or private | 4 academic years  
240 ECTS  
(30-60 ECTS of the qualifying mention) |
|--------------------------------------|----------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------|
| Advanced Technician [1] of Pre-Primary Education (teaching in the first cycle: 0-3 years old) | Advanced Vocational Training | • public or private institutions authorised by the education authority  
• national reference institutions in the jurisdiction of vocational training  
• integrated institutions of vocational training | 2 academic years  
(2000 hours)  
120 ECTS |
| PRIMARY EDUCATION (6-12 years old) | Music speciality | With qualifying mention in Music | Concurrent (*) |
| | Physical Education speciality | With qualifying mention in Physical Education | 4 academic year  
240 ECTS  
(30-60 ECTS of the qualifying mention) |
| | Foreign Language speciality (French, English, German) | With qualifying mention in Foreign Language in the corresponding language and the accreditation of the B2 level of the Common European Framework of Reference for Languages (1) | 4 academic year  
240 ECTS  
(30-60 ECTS of the qualifying mention) |
| Specialities related to attention to diversity of students during their learning process | Speciality of Therapeutic Pedagogy (2) | With qualifying mention in Therapeutic Pedagogy (3) |  
Speciality of Therapeutic Pedagogy (2) | With qualifying mention in hearing and Speech |
(*) it combines theoretical and practical education related to teaching with training and study of the subjects that he/she will teach
(**) first of all, they receive academic training on the specific themes of the chosen university degree and, after obtaining the degree, they acquire pedagogic and didactic training, including traineeship.
More information on Bachelor [3]
(1) as an exception, those holding the required initial training for teaching Foreign Languages in secondary education can teach in this speciality and in the corresponding language, prior authorisation from the competent education authority
(2) these school teachers are a part of the educational and psychopedagogical guidance teams intervening in pre-primary and primary education, and of the departments for guidance in secondary education
(3) or those qualifying mentions related to the attention to students with special education needs
(4) as an exception teaching can be provided by:
• in the subject 'Technologies' of compulsory secondary education: Technical Teachers of Vocational Training whose initial training is similar to the one required for teachers of this level
• in the subject 'Technologies' of Bachillerato: Technical Teachers of Vocational Training whose initial training is similar to the one required for teachers of this level
• in the vocational training cycles [4] as specialist teachers: other professionals, not necessarily holding a degree, who carry out their activity in the working field
• in Specialised Education: other professionals, not necessarily holding a degree, such as foreigners (Languages Education) or those who carry out their activity in the labour area (Artistic Education and Sports Education).

Source: Drawn up by Eurydice Spain-REDIE (National Centre for Innovation and Educational Research, Ministry of Education and Vocational Training) based on the current legislation.

The institutions providing the certificates required as initial teacher training have a great degree of autonomy to organise the amount of time devoted to:
• theoretical and practical training, within the limits set by the relevant education authorities
• external internships, although they have to meet the following requirements:
  ◦ Pre-Primary Education Advanced Technician: the ‘Work Placement’ module, comprising 22 ECTS credits (220 hours). The number of credits each Autonomous Community
establishes for this module varies
○ Bachelor in Pre-Primary and Primary Education School Teacher: the ‘Practicum’ module, comprising 50 ECTS credits. The number of ECTS credits each university establishes for the ‘Final Bachelor’s Project’ varies. This project must comprise a minimum of 6 credits and a maximum of 12.5% of the total number of credits of the degree, since the project is included in this module
○ Bachelor’s degree: up to 25% of the total number of credits of each degree. The number of ECTS credits each university establishes for the ‘Practicum’ module and whether the ‘Final Bachelor’s Project’ is included in this module varies. If it is included, it comprises a minimum of 6 credits and a maximum of 12.5% of the total number of credits of the degree
○ Master’s degree on Compulsory Secondary Education and Bachillerato, Vocational Training and Language Education Teacher Training: the ‘Practicum’ module, comprising 16 ECTS credits. The number of ECTS credits each university establishes for the ‘Final Master’s Project’ varies. The project must comprise between 6 and 30 ECTS credits, since it is included in the module.

Admission requirements

Pre-primary and primary education

- access to Bachelor in School Teacher of Pre-Primary and Primary Education: having obtained a final mark in the admission procedure established by each university equal to or higher than the minimum average grade needed for the relevant degree. More information on Bachelor [3]
- access to Pre-Primary Education Advanced Vocational Training Cycle: the access requirements are similar to those for accessing any kind of advanced vocational training cycle. More information on Short-cycle higher education [5].

Secondary education

In order to teach, the following is required:

1. A Bachelor's degree
2. A Master's degree on Compulsory Secondary Education and Bachillerato, Vocational Training and Language Education Teacher Training or equivalent degree for teaching purposes

- access to Bachelor studies: having obtained a final mark in the admission procedure established by each university equal to or higher than the minimum average grade needed for the relevant degree. More information on Bachelor [3]
- access to the Master's degree on Compulsory Secondary Education and Bachillerato, Vocational Training and Language Education Teacher Training: some specific requirements are established:
  ○ accreditation of mastering the competences concerning the targeted specialisation by taking a test designed by universities on this purpose, from which those holding some of the university degrees corresponding to the chosen specialisation are exempted. Universities can establish a maximum number of accepted students to the different specialities of the Master
  ○ accreditation of mastering a foreign language equivalent to level B1 of the Common European Framework of Reference for Languages
  ○ in those Autonomous Communities with a co-official language, the accreditation of
mastering the co-official language and Castilian language is required as a general rule.

- access to **pedagogic and didactic education** equivalent to the Master's degree:
  - hold a degree of Vocational Training or Sports Education equivalent for the purposes of teaching and not to be able to access to the studies of the university Master on Teachers Education of Compulsory Secondary Education and Bachillerato, Vocational Training and Language Education
  - accreditation of mastering a foreign language equivalent to level B1 of the Common European Framework of Reference for Languages.

More information on [Second cycle programmes](#).

### Curriculum, level of specialisation and learning outcomes

**The Ministry of Education and Vocational Training (MEFP):** it sets the requirements for verifying the official university degrees of Bachelor and Master that enable the exercise of teaching in non-university education, vocational training and specialised education (language, artistic and sports education).

**Universities:** they establish the study programmes autonomously, in line with the minimum requirements established in the State regulations, which are evaluated by the competent organisms. More information on [Bachelor](#) and [Second cycle programmes](#), and [Quality assurance in higher education](#).

### Curriculum

#### Pre-primary and primary education

- **Bachelor in School Teacher of Pre-Primary Education and Bachelor in School Teacher of Primary Education**

They include the following modules and contents established for the whole State, without prejudice of the universities' autonomy:

<table>
<thead>
<tr>
<th>BASIC EDUCATION</th>
<th>DIDACTIC AND DISCIPLINARY EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bachelor in School Teacher of PRE-PRIMARY EDUCATION</strong></td>
<td>• education processes, learning and personality development (0-6 years old)</td>
</tr>
<tr>
<td></td>
<td>• learning difficulties and development disorders</td>
</tr>
<tr>
<td></td>
<td>• society, family and school</td>
</tr>
<tr>
<td></td>
<td>• childhood, health and food</td>
</tr>
<tr>
<td></td>
<td>• organisation of the school room, materials and teaching abilities</td>
</tr>
<tr>
<td></td>
<td>• systematic observation and contexts analysis</td>
</tr>
<tr>
<td></td>
<td>• pre-primary education school</td>
</tr>
<tr>
<td><strong>Bachelor in School Teacher of PRIMARY EDUCATION</strong></td>
<td>• learning and personality development</td>
</tr>
<tr>
<td></td>
<td>• education processes and contexts</td>
</tr>
<tr>
<td></td>
<td>• society, family and school</td>
</tr>
</tbody>
</table>

| **Bachelor in School Teacher of PRE-PRIMARY EDUCATION** | • learning of natural sciences, social sciences and mathematics |
| | • learning of languages and reading and writing literacy |
| | • music, plastic expression and body language |
Bachelor in School Teacher of PRIMARY EDUCATION

- experimental sciences
- social sciences
- mathematics
- languages
- music, plastic and visual education
- physical education

PRACTICUM

Bachelor in School Teacher of PRE-PRIMARY EDUCATION

It includes stages in educational institutions and the preparation of the Bachelor project

Bachelor in School Teacher of PRIMARY EDUCATION

QUALIFYING MENTION

Bachelor in School Teacher of PRE-PRIMARY EDUCATION

Education itinerary proposed by the university, to be taken by the Bachelor students to specialise in the case of the Bachelor in School Teacher of Primary Education, apart from the qualifying mentions referred to in the first table, universities can propose other ones enabling for carrying out activities as the school library, the Information and Communication Technologies (ICT) and adult education.

Bachelor in School Teacher of PRIMARY EDUCATION

Source: Drawn up by Eurydice Spain-Spanish Network for Information on Education (National Centre for Innovation and Educational Research, Ministry of Education and Vocational Training) on the basis of State current regulations.

- Pre-Primary Education Advanced Vocational Training

In the first cycle of pre-primary education (0-3 years old) those holding the Degree in Higher Technician in Pre-Primary Education can teach.

Training cycles are organised in modules and based on the core curricula established at State level as a reference, which must include, as a minimum, the following ones:

- didactics of pre-primary education: 125 hours (14 ECTS)
- personal autonomy and child education: 105 hours (12 ECTS)
- child game and methodology: 105 hours (12 ECTS)
- expression and communication: 100 hours (11 ECTS)
- cognitive and motor development: 105 hours (12 ECTS)
- social and emotional development: 75 hours (8 ECTS)
- social abilities: 60 hours (6 ECTS)
- intervention with families and attention to minors at social risk: 60 hours (6 ECTS)
- project for attention to childhood: 25 hours (5 ECTS)
- first aid: 35 hours (3 ECTS)
- work training and guidance: 50 hours (5 ECTS)
- enterprise and entrepreneurial initiative: 35 hours (4 ECTS)
- training at workplaces: 220 hours (22 ECTS).

These studies are fully or partly provided, and some vocational modules [8] are developed in different modalities: in person, at a distance or mixed. More information on Short-cycle higher education [5].
Secondary education

In order to teach, it is necessary to hold:

1. a **Bachelor's degree**, or equivalent degree for teaching purposes
2. post-graduate pedagogical and didactic training, mainly acquired through the **Master's degree on Compulsory Secondary Education and Bachillerato, Vocational Training and Language Education Teacher Training**, or equivalent degrees for teaching purposes.

The following are exempt from holding this Master's degree:

- professionals hired as specialist teachers for the studies of vocational training and artistic, language and sports education
- those who have met, before October 1\textsuperscript{st} 2009, some of the following requirements:
  - the professional degree of Didactics Specialisation, the Certificate of Pedagogic Qualification or the Certificate of Pedagogical Competence (studies currently extinguished)
  - an official degree that enables exercising as school teacher or a Bachelor degree in Pedagogy or Psychopedagogy, as well as any other Bachelor degree or degree equivalent to it, including pedagogical and didactic education (degrees to be extinguished)
  - those who prove having taken and passed 180 credits of the studies leading to the university degrees of Pedagogy and Psychopedagy before the mentioned date
  - having taught during a minimum of 12 months in authorised public and private educational institutions, in compulsory secondary education or Bachillerato, vocational training or language education.

Those holding a certificate in Vocational Training or in Sports Education instead of a Bachelor degree, and wishing to teach at those levels can take a **pedagogical and didactic training equivalent to the Master's degree for teaching purposes**. They would have this equivalent training recognised if they can prove that:

- before September 1\textsuperscript{st} 2014, they have taught during two full academic years or two full cycles of Sports Education
- or 12 months in continuous or discontinuous periods, in public or private authorised educational institutions, in the corresponding levels or studies.

The Master in its different specialisations or the equivalent pedagogic and didactic training must include, at least, the following modules and contents set for the whole State, respecting universities' autonomy:

<table>
<thead>
<tr>
<th>General Module</th>
<th>Master's degree on Compulsory Secondary Education and Bachillerato, Vocational Training and Language Education Teacher Training</th>
<th>Pedagogical and didactic training equivalent to the Master's degree for teaching purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>All specialisations</td>
<td>Educational Guidance specialisation (*)</td>
<td></td>
</tr>
<tr>
<td><strong>Learning and Personality Development</strong></td>
<td>learning and personality development education processes and contexts society, family and education</td>
<td></td>
</tr>
</tbody>
</table>
**SPECIFIC MODULE**
- complements for disciplinary education
- learning and teaching of the corresponding subjects
- teaching innovation and introduction to the education research
- the fields of the educational guidance and the pedagogical counselling
- the processes of the educational guidance and the pedagogical counselling
- inclusive education and attention to diversity
- the research and education innovation and the change management
- professional guidance
- learning and teaching
- inclusive education and attention to diversity
- teaching innovation and introduction to the education research

**PRACTICUM**
- it includes stages in the corresponding specialisation:
  - in educational institutions: all Master's specialisations or equivalent pedagogical and didactic training
  - in sector teams external to the educational institutions or in bodies of educational guidance and psychopedagogical counselling in educational institutions: Educational Guidance specialisation
  - Master's Project or Final Project: equivalent pedagogical and didactic training

**CREDITS LEFT UP TO THE FREE DISCRETION OF UNIVERSITIES**
- credits at the free disposal of universities for them to be assigned in the different modules (general, specific or practicum) or in other ones created at universities’ discretion.

(*) to be studied mainly by those teachers who will work as guidance staff at schools or in sector teams external to the educational institutions.

Source: Drawn up by Eurydice Spain-Spanish Network for Information on Education (National Centre for Innovation and Educational Research, Ministry of Education and Vocational Training) on the basis of State current regulations.

### NUMBER OF ECTS CREDITS INCLUDED IN THE DIFFERENT QUALIFICATIONS AUTHORIZED TO TEACH IN NON-UNIVERSITY EDUCATION

<table>
<thead>
<tr>
<th>Basic education (*)</th>
<th>Didactic and disciplinary education (*)</th>
<th>Qualifying mention (*)</th>
<th>Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic education</strong></td>
<td><strong>Didactic and disciplinary education</strong></td>
<td><strong>Qualifying mention</strong></td>
<td><strong>Practicum</strong></td>
</tr>
<tr>
<td>(*) General module (**))</td>
<td>(*) Specific module (**))</td>
<td>(*) Credits left up to the free discretion of universities (**))</td>
<td></td>
</tr>
<tr>
<td>Higher Technician in PRE-PRIMARY EDUCATION</td>
<td>120 ECTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor in School Teacher of PRE-PRIMARY EDUCATION</td>
<td>100 ECTS</td>
<td>60 ECTS</td>
<td>30-60 ECTS</td>
</tr>
<tr>
<td>Bachelor in School Teacher of PRIMARY EDUCATION</td>
<td>60 ECTS</td>
<td>100 ECTS</td>
<td></td>
</tr>
<tr>
<td>Pedagogical and didactic training equivalent to the Master’s degree for teaching purposes</td>
<td>10-16 ECTS</td>
<td>15-22 ECTS</td>
<td>------</td>
</tr>
</tbody>
</table>
Master's degree on Compulsory Secondary Education and Bachillerato, Vocational Training and Language Education Teacher Training

<table>
<thead>
<tr>
<th></th>
<th>Educational Guidance specialisation (***).</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 ECTS</td>
<td>24 ECTS</td>
</tr>
<tr>
<td>8 ECTS</td>
<td>16 ECTS</td>
</tr>
</tbody>
</table>

(*) modules of the Bachelor in School Teacher of Pre-Primary and Primary Education

(**) modules of the Master's degree on Compulsory Secondary Education and Bachillerato, Vocational Training and Language Education Teacher Training or the equivalent pedagogical and didactic training

(***) if the acquisition of the competences established in the Master's degree is proved, it is recognised as equivalent for teaching purposes.

Source: Drawn up by Eurydice Spain-Spanish Network for Information on Education (National Centre for Innovation and Educational Research, Ministry of Education and Vocational Training) on the basis of State current regulations.

The studies of the university Master and of the pedagogical and didactic training equivalent to the Master must be classroom-based at least for the 80% of credits, being the Practicum necessarily included.

The universities which design, plan and develop their distance studies must guarantee the classroom-based nature of the Practicum. The teaching modalities and the specialised nature of the pedagogic and didactic training equivalent to the Master are similar to those of the actual Master.

**Level of specialisation**

The specialisation obtained on completion of the university studies that enables teaching depends on the specific studies taken:

- General training: it provides teaching competences in every knowledge area of the educational level
- Specialised training: it provides teaching competences in curricular aspects concerning the teaching specialisation studied.

Source: Drawn up by Eurydice Spain-Spanish Network for Information on Education (National Centre for Innovation and Educational Research, Ministry of Education and Vocational Training) on the basis of State current regulations.
Learning outcomes

On completion of the different qualifications required to teach, the following competences will have been acquired:

**Pre-Primary Education Advanced Technician**

- programme the intervention in education and social attention to childhood from the guidelines of the institution programme and the individual, group and context characteristics
- organise the resources for developing the activity satisfying children's needs and characteristics
- develop the programmed activities, employing the appropriate resources and methodological strategies and creating a climate of confidence
- design and apply action strategies with the families, within the framework of the institution purposes and procedures, in order to improve the intervention process
- 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
- cope with uncertainties regarding people, resources or the environment, transmitting security and confidence and applying, if appropriate, the established protocols
- 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
- keep the scientific and technical knowledge regarding their professional activity updated, using the existing resources for lifelong learning
- act autonomously and with initiative for designing and carrying out activities, respecting the pedagogic and acting guidelines of the institution where they work
- 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
- create safe environments, respecting the regulations and security protocols in the planning and development of activities
- exercise their rights and comply with their obligations under the labour relations, according to the provisions of the regulations in force
- manage their professional career, analysing work opportunities, self-employment and learning
- create and manage a small enterprise, carrying out a products feasibility study, planning the production and marketing
- actively participate in the economic, social and cultural life, with a critical and responsible attitude.

**Bachelor in Pre-Primary Education School Teacher**

- know the goals, curricular contents and evaluation criteria of pre-primary education
- 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
- design and regulate learning rooms in diversity contexts attending the specific educational needs of students, gender equality, equity and respect to human rights
- 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
- 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
- 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

- be aware of the educational implications of Communication and Information Technologies and, mainly, of television in early childhood
- 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
- 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
- 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
- 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
- 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
- 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.

Bachelor in Primary Education School Teacher

- 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
- design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the school
- 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
- 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
- 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
- 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
- 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
- keep a critical and autonomous relationship towards knowledge, values and social public and private institutions
- value the individual and group responsibility for attaining a sustainable future
- 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
• 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
• 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
• 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.

Master's degree on Compulsory Secondary Education and Bachillerato, Vocational Training and Language Education Teacher Training

All specialisations

• 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
• 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 well as their guidance, both individually and in collaboration with other teachers and professionals of the school
• 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
• 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
• 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
• 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
• 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
• 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
• 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
• 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
• report and advice families on the learning and teaching process as well as on the personal, academic and professional guidance of their children.

Educational Guidance specialisation
In the case of this specialisation, the following additional competences are established:

- know the psychopedagogical characteristics of the students so as to be able to assess them and issue the reports required
- know the attention to diversity measures than can be adopted for the necessary counselling
- analyse the organisation and running of the educational institution in order to coordinate the personal, academic and professional guidance of the students in collaboration with the members of the school community
- develop the abilities and techniques required for properly advising families on their children's development and learning process
- identify the public services and community entities which the educational institution can collaborate with, and promote and plan, in collaboration with the leadership team, the necessary actions for a better attention to students.

**Pedagogical and didactic training equivalent to the Master's degree for teaching purposes**

At the end of their education, students will have reached competences similar to those achieved by the students of the said Master's degree in any specialisation with the exception of Educational Guidance.

**Teacher educators**

**Teachers providing the initial education of the future teachers of non-university education**

Their initial education is the same as for the rest of teachers of other university studies.

They are not required to take any previous specific pedagogical and didactic training.

More information on [Initial education for academic staff in higher education](#)[9].

**Teachers providing the initial education of the future Pre-Primary Education Advanced Technicians**

They belong to the Body of Teachers of Secondary Education or to the Body of Technical Teachers of Vocational Training, depending on the module.

Their initial education is the one required for accessing the said teaching bodies. More information on [Conditions of service for teachers working in early childhood and school education](#)[10].

As an exception, specialist teachers currently working in the labour field and who do not hold a degree can impart teaching at this level. At the beginning of every designation, they have to prove:

- recognised professional experience in the corresponding labour field, duly updated
- at least two years of professional exercise in the four years immediately prior to have been named.

All teachers of this training cycle of Pre-Primary Education are required to reach a level of English corresponding to level B2 of the Common European Framework of Reference for Languages before the beginning of the academic year. If they do not have the said level, these teachers will share a part of their teaching hours with a teacher of the English speciality.
Qualifications, evaluation and certificates

Assessment in the initial education of future teachers of non-university education

It is the responsibility of each university department and their teachers.

The following must be positively assessed in order to obtain the corresponding degree:

- all subjects and the Practicum in the Bachelor studies in School Teacher of Pre-Primary and Primary Education, of the university Master on Teachers Education of Lower Compulsory Secondary Education and Bachillerato, Vocational Training and Language Education
- the pedagogic and didactic training equivalent to the said university Master
- the Bachelor's project, Master's thesis or studies project at the end of their education.

Assessment in the initial education of future Pre-Primary Education Advanced Technicians

It is the responsibility of every didactic department and the teachers in the Secondary Education institution. The following must be positively assessed in order to obtain the corresponding degree:

- all the subjects
- the training stages included in the study programme established by every Autonomous Community

Issuing of official certificates

They are issued on completion of the relevant studies:

<table>
<thead>
<tr>
<th>Studies</th>
<th>Certificate obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-university advanced vocational training in pre-primary education</td>
<td>Pre-Primary Education Advanced Technician</td>
</tr>
<tr>
<td>Primary education teacher training</td>
<td>Bachelor in Primary Education School Teacher, with the corresponding specialisation</td>
</tr>
<tr>
<td>Master's degree on compulsory secondary education and Bachillerato, vocational training and language education teacher training</td>
<td>Master's degree on Compulsory Secondary Education and Bachillerato, Vocational Training and Language Education Teacher Training, with the corresponding specialisation</td>
</tr>
<tr>
<td>pedagogical and didactic training equivalent to the Master's degree for teaching purposes</td>
<td>Official certificate proving that this pedagogical and didactic training has been completed</td>
</tr>
</tbody>
</table>

Source: Drawn up by Eurydice Spain-Spanish Network for Information on Education (National Centre for Innovation and Educational Research, Ministry of Education and Vocational Training) on the basis of State current regulations.

Alternative training pathways

It is not possible to teach in pre-primary, primary or secondary education without having completed the studies described in this article and without having obtained the relevant qualifications.

DID YOU FIND WHAT YOU WERE LOOKING FOR?

YES

NO

Contact *