

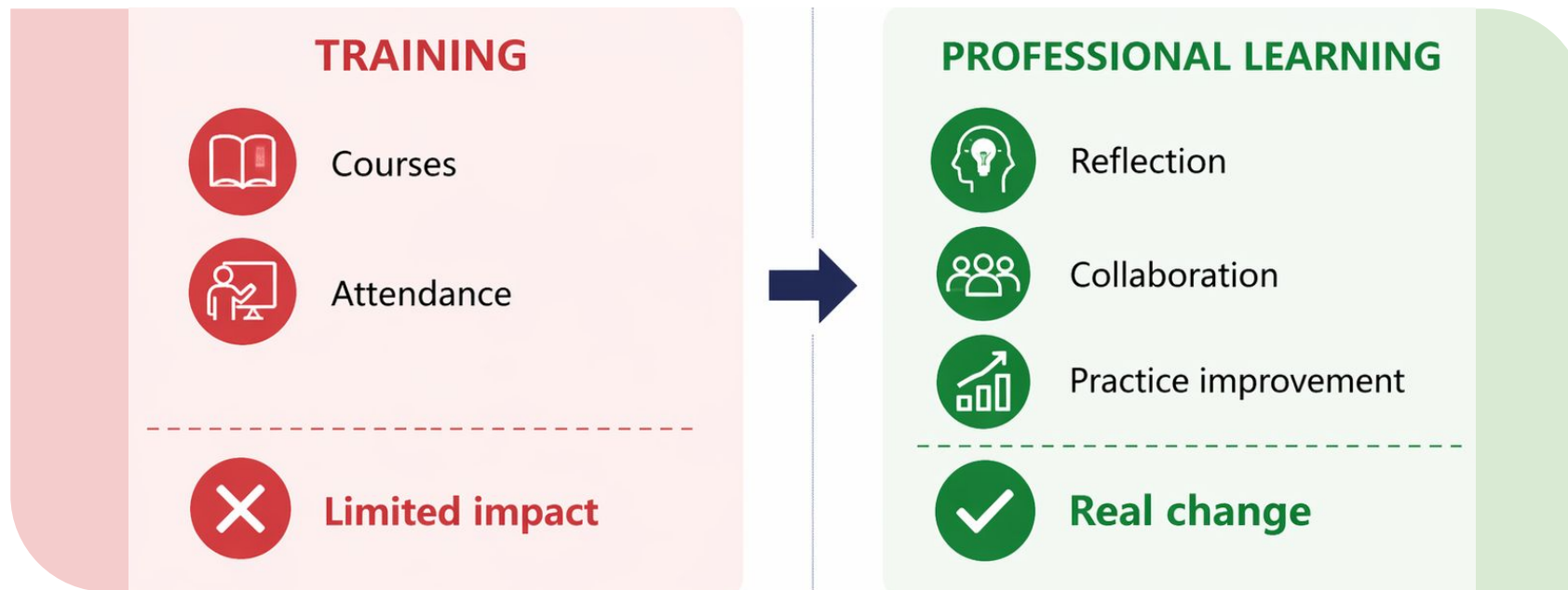
Developing the longlife learning for teachers The Andalusian In-service Training model

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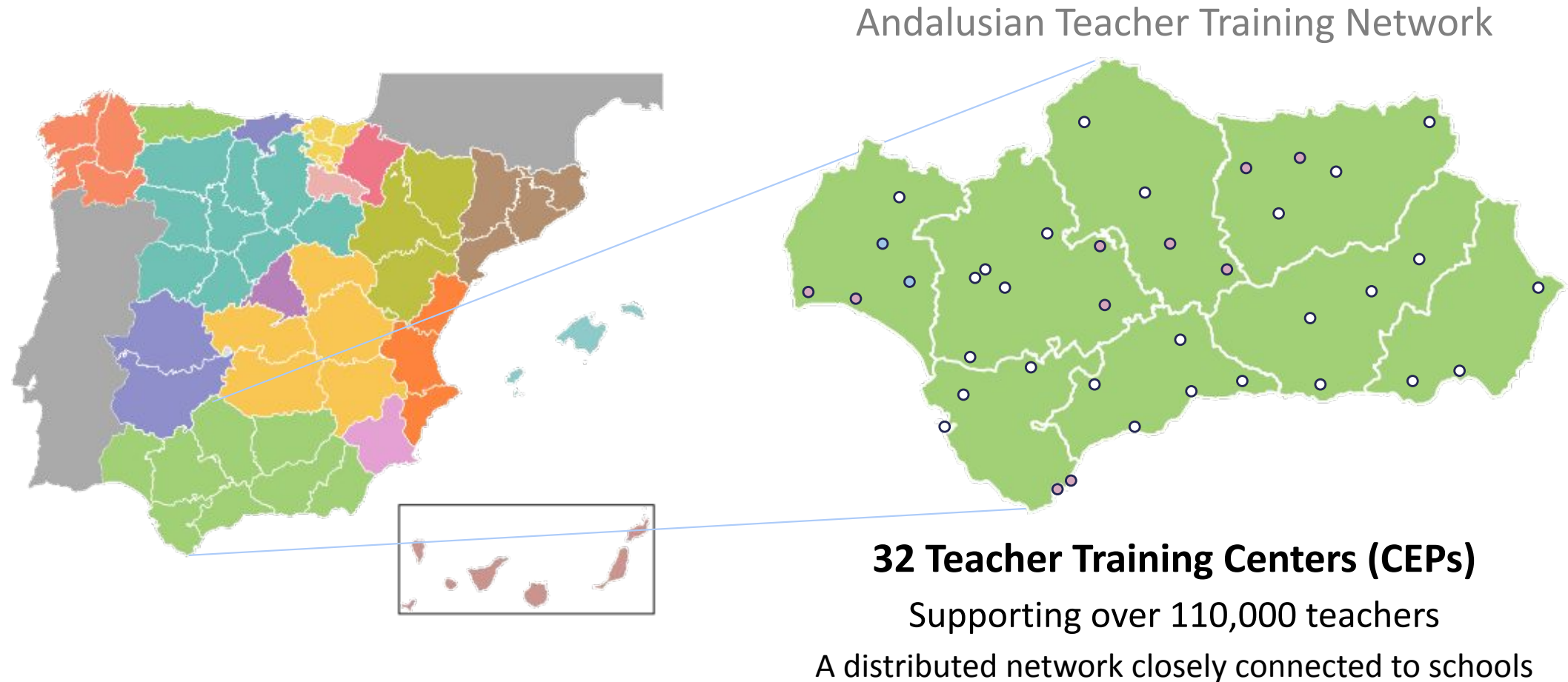
Developing lifelong learning for teachers

- Continuous professional development is essential
- But not all training leads to real change in the classroom



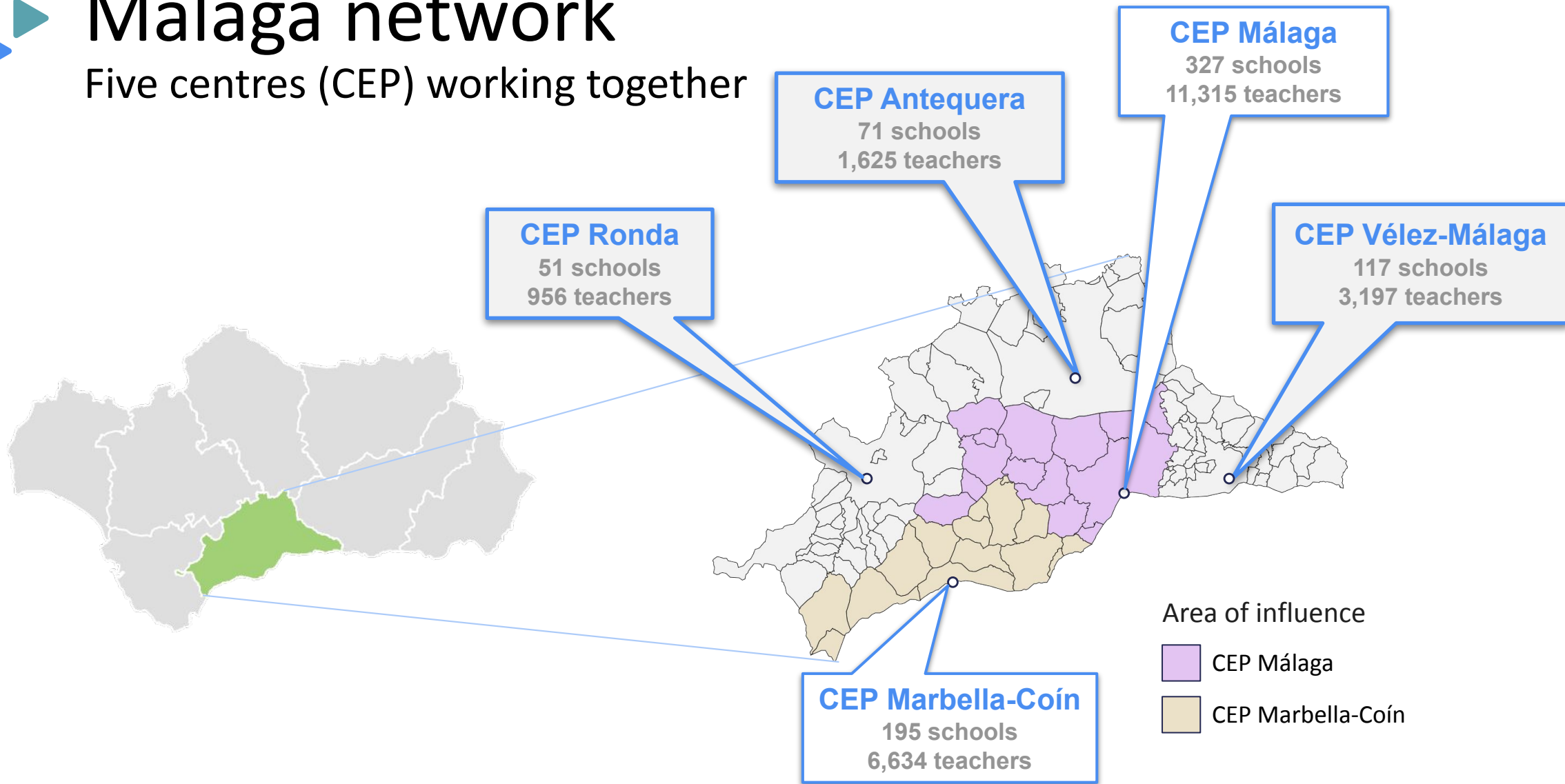
From Spain to Andalusia

A decentralized system with regional responsibility for teacher training



Málaga network

Five centres (CEP) working together



From organization to action

Working closely with schools to support change





Junta de Andalucía





What do Teacher Training Centers do?

Supporting real change in schools

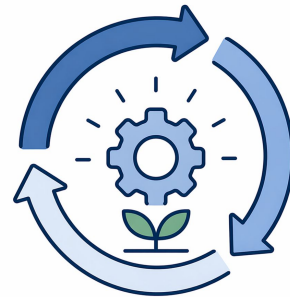
Improving teaching

Change

Improving student learning



April 2026

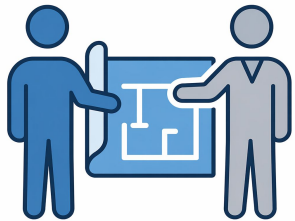


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The three pillars of our work



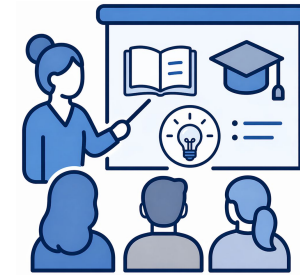
School advisory

Promoting reflective processes and accompanying professionals in longlife learning



Educational innovation

Using action-research methodologies and provided specialized resources to schools



Teacher training

Offering training activities and promoting self-training working groups



School advisory and support

Teacher training centers working directly with schools:



Detecting training needs together

We identify priorities based on real needs and challenges.



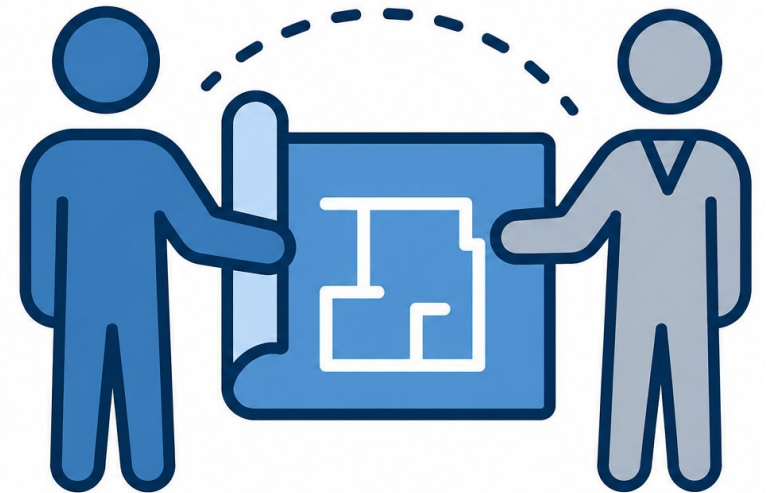
Designing a training plan

We plan training actions for one-school year or several years.



Providing ongoing support

We accompany schools during the implementation of the plan.



The role of the advisor



Assigned to specific schools

Each advisor is assigned to a group of schools in their area.



Providing ongoing guidance and support

Advisors work closely with schools over time, offering continuous guidance and support.



Supporting collaborative professional learning

Advisors promote and support collaborative professional learning within schools.



Educational innovation

Rooted in the school

Centers are the basic unit for change, innovation and improvement.

Aimed at better results

It seeks to improve teaching practices to achieve better learning outcomes for all students.



Built on collaboration and share reflection

It promotes teamwork, communities of learning and the exchange of good practices.

Based on inquiry into practice

It relies on analysis reflection and action research to generate new knowledge.

Teacher training

The **teacher training center** also design and deliver **training courses** and other **training activities** aligned with the **strategic lines** of the **III Andalusian Plan for Teacher Training**.



What?

Training courses and activities to improve teacher and student learning.



How?

Face-to-face, online or blended formats, flexible and accessible.



Aligned with

The strategic lines of the III Andalusian Plan for Teacher Training.



Enhancing the PLC model for school transformation

From advisors to facilitators





Our common goals with LeaFaP



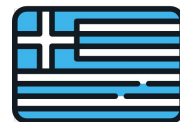
The Erasmus+ project LeaFaP aims to enhance school development and student learning by focusing on the professional development of teaching staff



Professional Learning Communities (PLCs) to improve inquiry, reflection, and innovative practices in diverse groups



Knowledge sharing in educational and scientific forums, elevates partner profiles in PLC and digital pedagogy, and connects a diverse network of educational networks. This initiative promises substantial contributions to school evolution and the enrichment of student learning experiences.



A professional learning culture

Communication and the ability to be critical of the theories of action play a decisive role in whether one has a professional learning culture or not (Emstad & Birkeland, 2022)



Relationships of Respect and Challenge

Is the way we do things around here working for our students?
Avoid activity traps ... moving quickly to doing, to being busy and to feeling productive, without sufficient attention to selecting the right things to do in the circumstances.



Inquiry Habit of Mind

Conversation that are grounded in evidence and focused on learning from that evidence have considerable potential to influence what happens in schools and ultimately enhance the quality and the efficiency of student learning (Earl & Timperly, 2007)



Using Relevant Evidence

Evidence informed conversation



Facilitators competences

1

Communicative Competence

- Express ideas clearly
- Being empathic
- Active listening
- Nonverbal language
- Knowing how to ask open questions

2

Collaborative competence

- Horizontal collaboration
- Recognition and acceptance of other opinions, other points of view
- Participation of all members
- Decision making

3

Group accompaniment

- Master time management
- Providing tools that promote, group and individual reflection
- Empowering the group
- Relationship based on honesty and trust
- Personalized help
- Confidentiality
- Methodological update



Facilitators competences

4

Dialogue conflict resolution

- Flexibility and firmness to meet objectives
- Mediate conflicts
- Strategic vision

5

Reflective Competence

- Promote co-construction of shared knowledge
- Provide evidence collection tools

6

Digital Competence

- Know digital communication tools
- Dinamize group sessions both face to face and online



Advisor as Facilitator: Guiding and Empowering

Facilitating Self-Assessment

Promoting self-assessment through constructive feedback, reflective questions, and analysis of teaching practices.



Driving reflection with data

Promoting individual and group reflection based on data and evidence.

Raising belief system awareness

Making teachers aware of their underlying belief systems.



Connecting to pedagogical renewal

Improving educational practice by linking teaching-learning processes to pedagogical renewal, innovation, and research.

Establishing reflective frameworks

Establishing a framework of reference that bases reflective processes for improving professional competencies.



Fostering autonomous functioning

Supporting the group throughout the process while respecting their autonomy

How do we transform teaching practices from this model



Training and self-training

Training modalities



General activities (top-down)

Promoted by CEP from the Self-assessment Report and Improvement Plan from schools

- In-person courses
- Synchronous Online courses
- Blended/Hybrid courses
- Asynchronous Online courses with tutor
- Self-correcting asynchronous online courses



Self-training activities (peer to peer)

Promoted by schools and teachers from their needs and interests

- Working Groups
- In-site school training

Some figures of this school year

Marbella-Coín



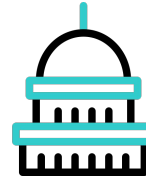
Málaga



How we decide our activities offer



Diagnosing the needs of schools



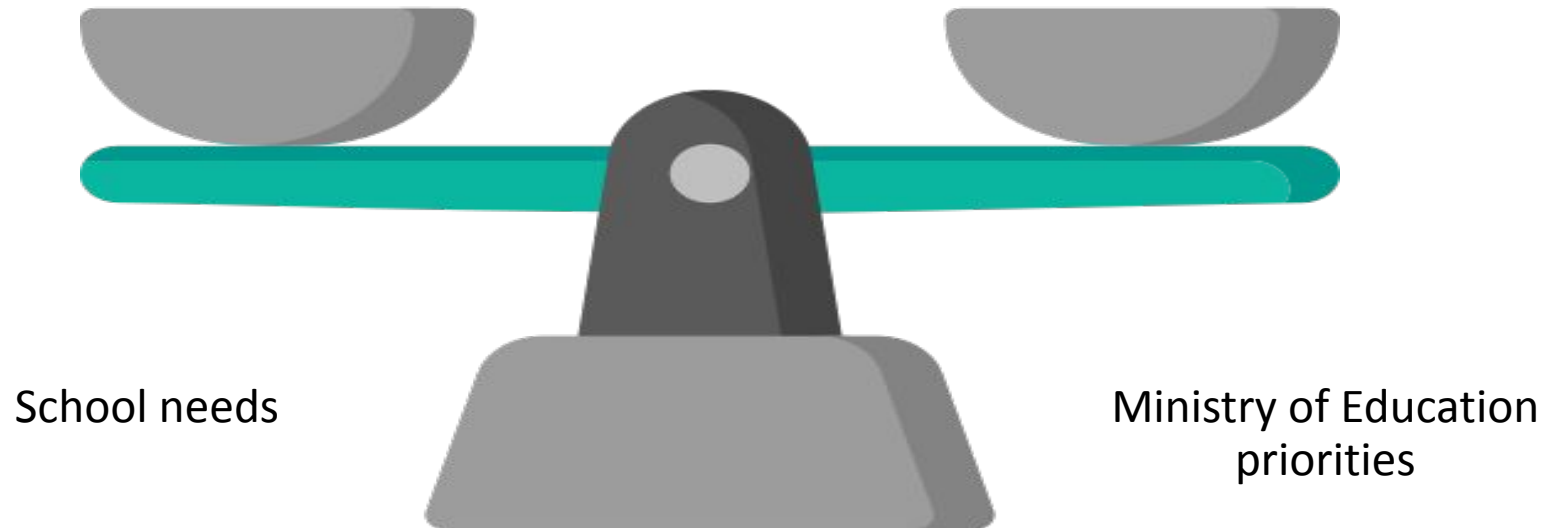
Annual strategic priorities of the Regional Ministry of Education



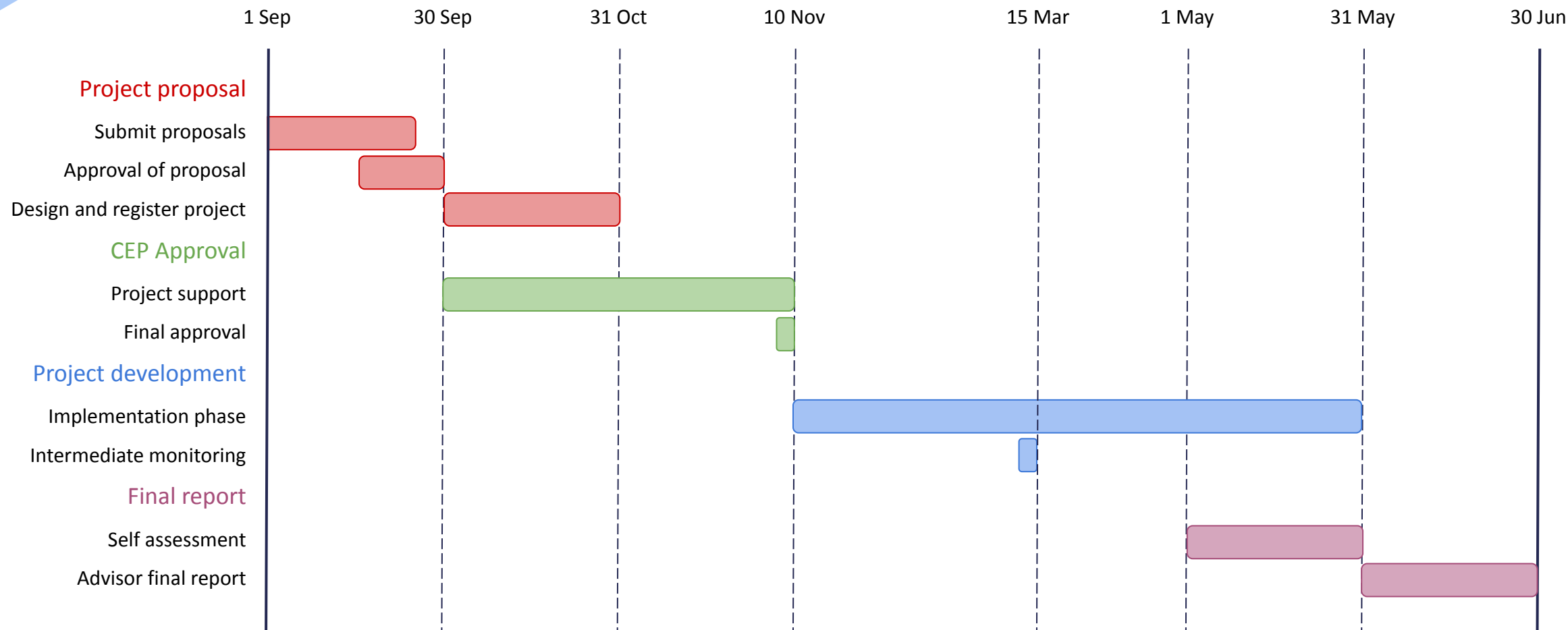
Deliberations by the Technical Training Team



Agreements reached by the Provincial Training Network



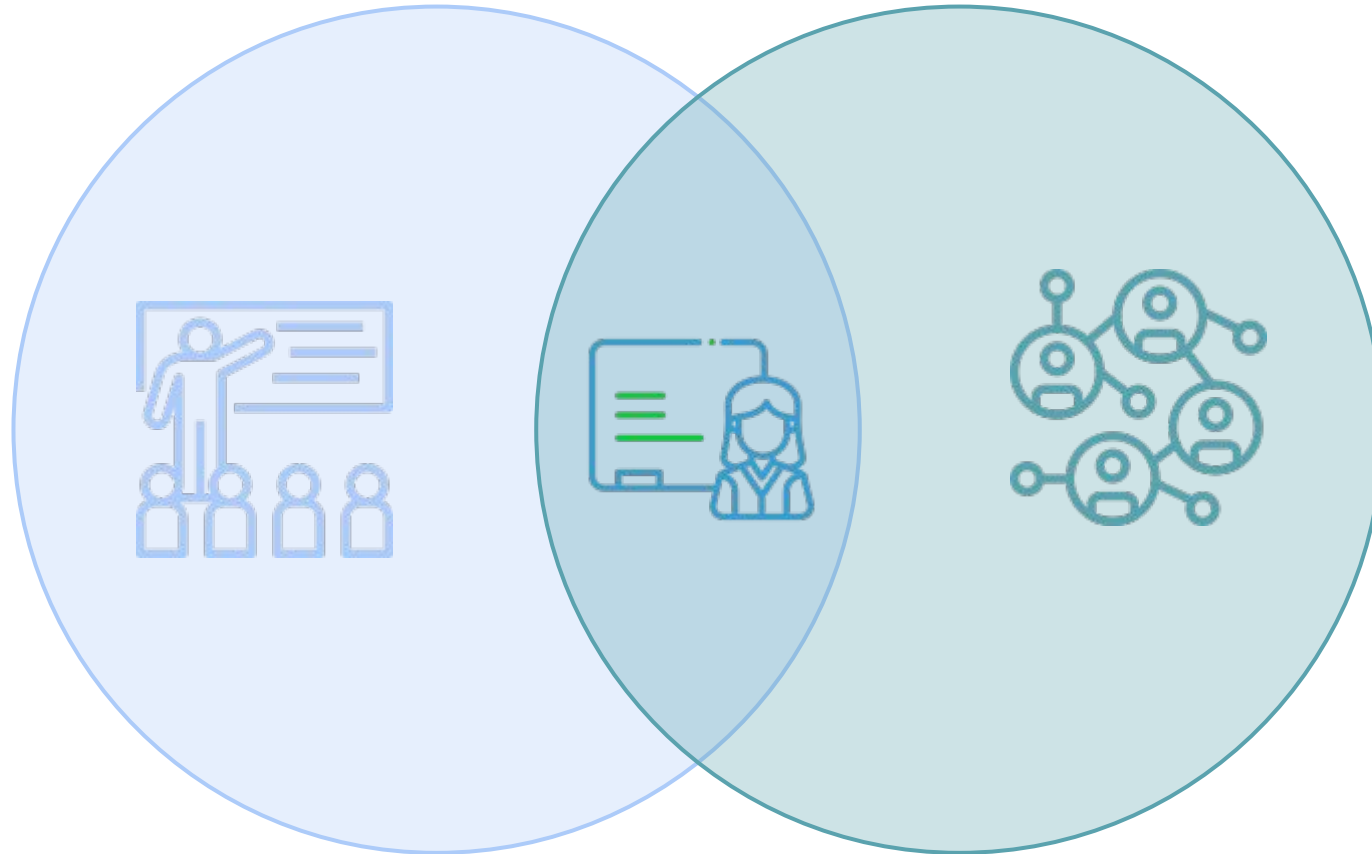
Self-training timeline (Regional model)





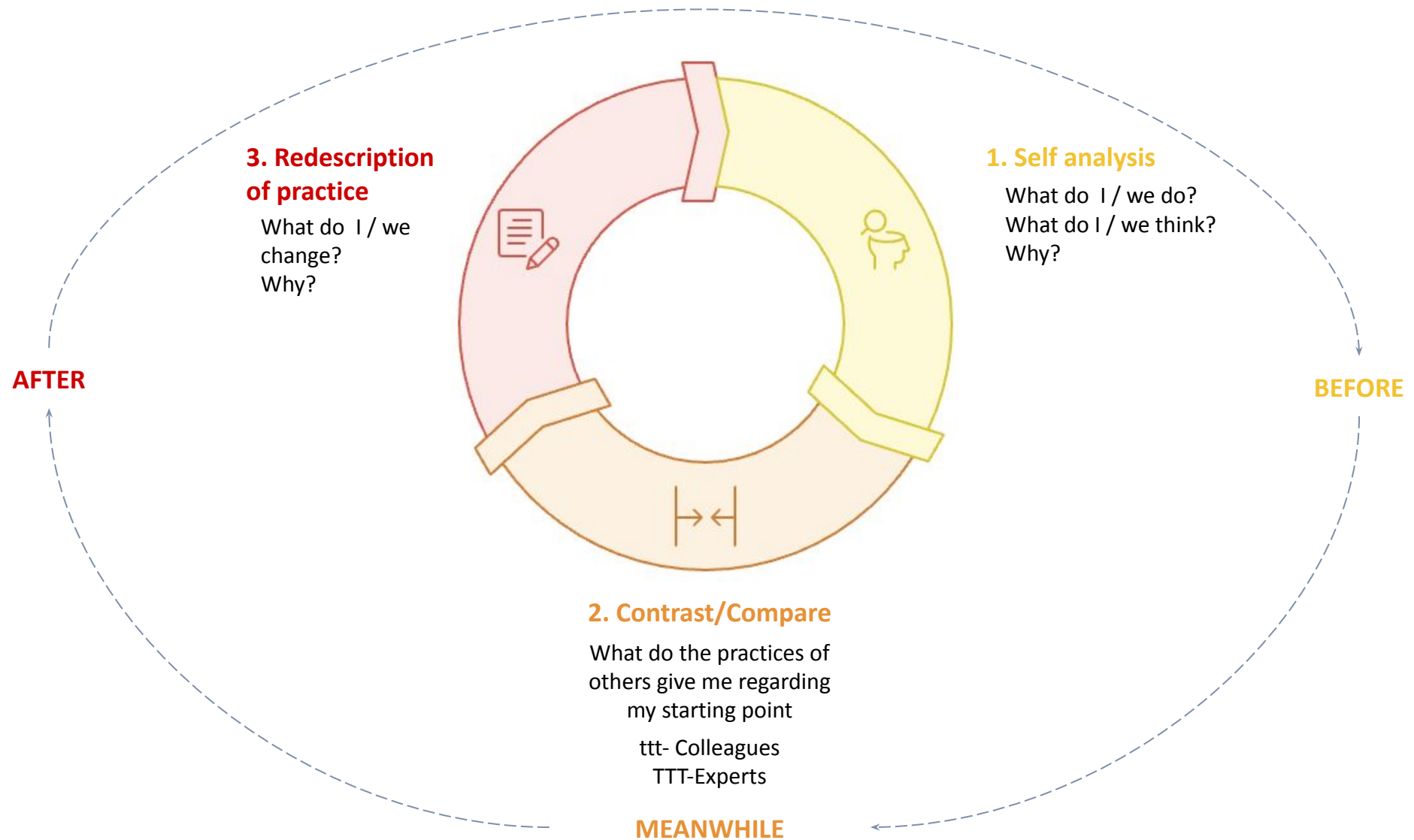
The self-training value

Traditional
Top-Down Training



Adaptive,
Contextual Training

Reflective circle

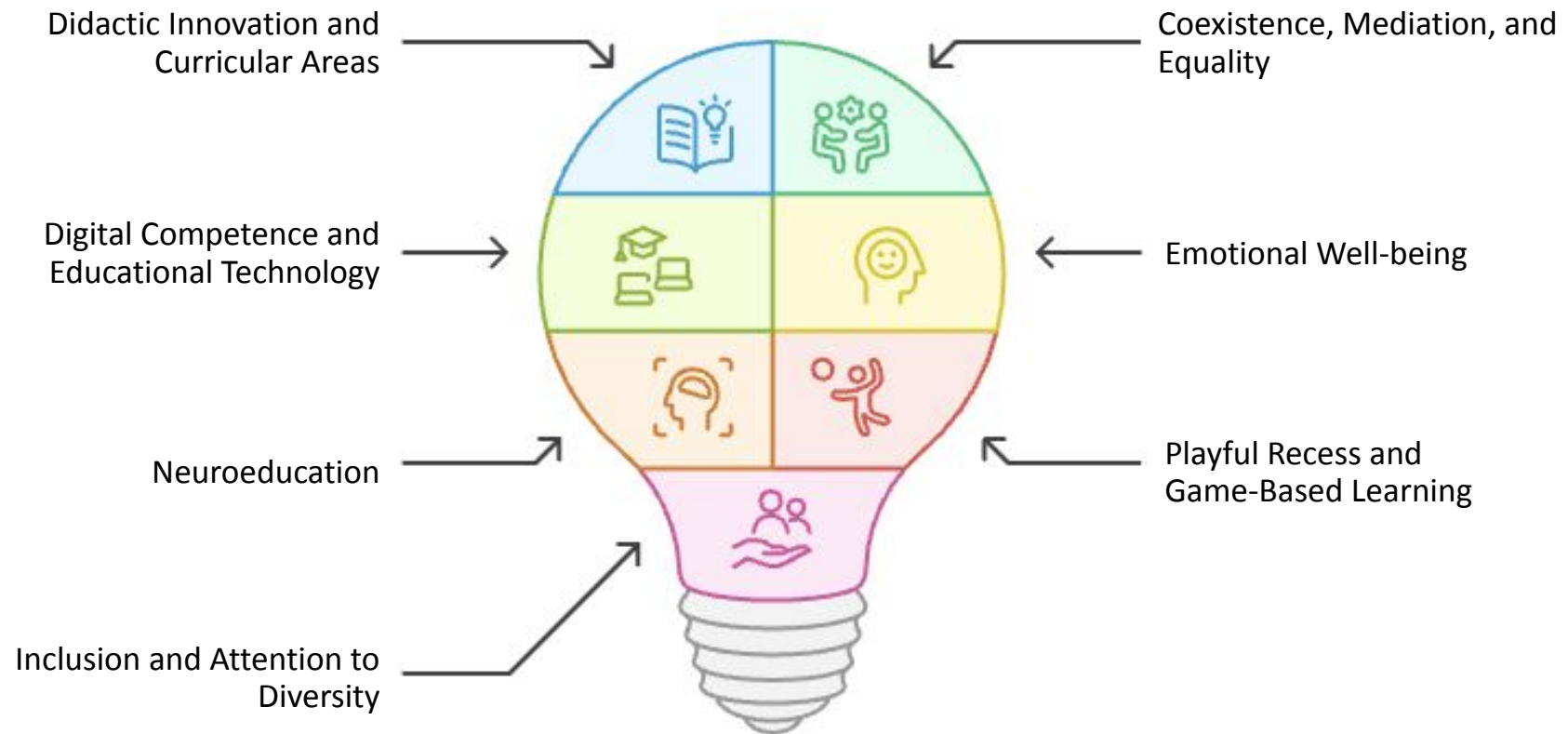


Self-training proposal template

Title	
Coordinator	

01	STARTING POINT	Background situation that justifies the project. Explain the link to the self-evaluation and improvement measures of the participating schools
02	GOALS AND IMPLICATIONS FOR THE CLASSROOM	State clearly and concisely the objectives that are expected to be achieved
03	ACTIVITIES	<ul style="list-style-type: none">• Activity• Timing• Responsible member
04	STRATEGIES AND INDICATORS FOR EVALUATION	<ul style="list-style-type: none">• Indicators• Instruments• Evidences
05	QUALITATIVE EVALUATION OF THE PROJECT	<ul style="list-style-type: none">• Relevance, originality and innovation of the project• Production of original didactic content that imply a significant contribution to the existing knowledge, and are transferable to other contexts and accessible (open access)• Bibliographic review carried out on the subject, with critical comments• Results of the work carried out in the classroom or the school, certified by the School Council

Main topics for self-training



Leafap

Leading and Facilitating Professional Learning Communities
in Schools towards an Inquiry-based and Reflective Practice
(KA220-SCH - Cooperation partnerships in school education)

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Thank You!

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