

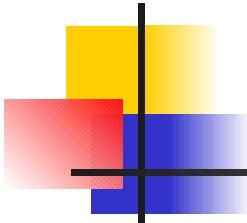
# LEGISLATION I



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- Education Organic Law 2/2006,  
(3rd March, art. 11th, chapter IV)
  
- Competent bodies in teachers' continuing professional development:
  - a) Teachers' Professional Development Service (*Servizo de formación do profesorado*)
  
  - b) Professional Development and Resources Centers (*CFR, Centros de formación e recursos*)

# LEGISLATION II

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- Spanish and Galician Education Laws, additional information and links:
  - <http://www.mepsyd.es/horizontales/iniciativas/desarrollo-loe.html>
  - <http://www.edu.xunta.es/portal/contenido?comando=ContenidoDinamic>



# LEGISLATION III

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- Galician Education System
  - <http://www.edu.xunta.es/portal/mostrarfile?tipoRecursoCampoID=6>
- DECREES on continuing professional development in Galicia
  - <http://www.edu.xunta.es/portal/contenido?comando=ContenidoDin>



# Who is incumbent on determining the consultant's profile?

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- The Regional Ministry of Education and University Regulation, which also determines:
  - The process for accessing to the consultant function
  - The assessment process
  - Who can take part
  - What she/he must do



# HISTORY ABOUT THE CONSULTANT'S CONDITION

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- 1990s: specialist
- 2000: generalist
- 2006: specialist
- Nowadays and reality: mixed function based on speciality

# CONSULTANT'S CONDITION



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- An specialist consultant:
  - Has knowledge and skills within a discipline context with didactic resources and specific programs
  - Uses to give specific solutions to particular topics (delimited in advance according to the speciality)
  - Works mainly in contexts of educational changes and his/her role is to introduce external solutions

# CONSULTANT'S CONDITION



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- A generalist consultant:
  - Helps schools to detect problematic areas and to find solutions
  - Brings about internal dynamics of change and shows the schools as organizational institutions
  - Encourages learning in equal conditions

# CONSULTANT'S CONDITION



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- **Generalist-specialist consultant:**
  - This is the role we are actually developing
  - It is a more informed person and someone involved in the school, whom teachers find useful
  - He/she must be interested in the teacher's participation in their self-assessment and in the assessment of the learning-teaching context
  - He/she must work together with the teacher to identify the possibility of change in the school.



# CONSULTANCY FUNCTIONS I



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- 1st - Correct identification of the needs:
  - -System needs: the ones teachers need to establish legal innovation
  - -Teacher's needs: the ones generated by their own interests

# CONSULTANCY FUNCTIONS II



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- 2nd: To design and to develop training sessions:
  - To design and develop training activities for their specific area, which will take part in the Professional Development Annual Plan.
  
  - Consultants should choose activities according to:
    - a) The teacher's model they want to achieve
    - b) The type of schools they want to promote
    - c) The demands and needs teachers formulate
    - d) The guidelines established by the Educational Administration



# CONSULTANCY FUNCTIONS III

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- 3rd – To support and to assess teachers from and in schools:
  - To dynamize and to promote professional development projects in the schools
  - To encourage the creation of work groups and permanent seminars, that is, to promote a collaborative culture among teachers
  - To encourage changes in the educational practices to obtain innovative and quality teaching-learning processes

# CONSULTANCY FUNCTIONS IV



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- All this entails some responsibilities:
  - To encourage professional development actions in the schools, with the objective of promote research in education; encouraging and supporting teacher's participation in all kinds of development and training sessions (SP, GT, PFAC...)
  - To advise participants in the training sessions, providing them resources so they can develop their projects

# CONSULTANCY FUNCTIONS V



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- To negotiate and to manage the training sessions (in professional training seminars and in work teams)
- To choose, with the collaboration of the consultant's team, the speakers who will teach in each session
- To discuss and to suggest innovative proposals about the same topic developed by other teaching collectives in the same area
- To supervise the fulfillment of the activity objectives and contents

# CONSULTANCY FUNCTIONS VI



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- To assess and to monitor the activity
- Work together in writing the final report about the activities done during the course
- To assess the general development of the activity
- To provide interaction in the group and among the different groups

# CONSULTANCY FUNCTIONS VII



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- 4th- To exchange and extend experiences:
  - To assess and disseminate didactic materials made by teachers (permanent seminars (*SP*), work groups (*GT*), professional development projects (*PFAC*)...
  - The consultants' team add these materials to the documental database of the *CFR* and load them in its web page

## CONSULTANCY FUNCTIONS VIII



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- These materials can be accessed through the web page, the *CFR* magazine, the bulletins and through direct publicity to schools
- The site of the Regional Ministry of Education, in the resources section, also includes the most interesting pedagogical proposals



# CONSULTANCY FUNCTIONS IX



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- Conclusion:
  - By spreading and exchanging material we try to: promote the exchange of experiences, to improve the professional development, to strengthen the work team, to promote the research into action and to develop together classroom materials

# CONSULTANCY FUNCTIONS X



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- To encourage interpersonal relations between the consultant and the members of the staff meeting through the board of directors and the coordinator of training programs

# CONSULTANCY FUNCTIONS XI



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- **Also the consultant must:**
  - Visit periodically the schools so he/she can know their development needs and can draw up a professional development plan according to them; so this can motivate that the teachers participate in the different types of professional development: courses, seminars, permanent seminars (*SP*), work groups (*GT*), professional development projects (*PFAC*)...
  - Get in contact the different schools responsibility of the consultant so they can exchange experiences

# CONSULTANCY FUNCTIONS XII



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- To inform about the resources available in the CFR what can be lent to the teachers, library resources, media library, equipment, facilities...
- To inform about the results of didactic researches and new pedagogical methods
- To give to schools a service of documentation, production and dissemination of didactic and pedagogical material. This materials must be innovative, relevant, useful and adaptable to the classroom



## CONSULTANCY FUNCTIONS XIII

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- 5th- To organize courses, seminars and meetings, and to administer them
- 6th- To participate in all programs established by the General Management of Education

# CONSULTANCY FUNCTIONS XIV



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- 7th - To collaborate in taking inventory, acquisition, organization, lending, maintenance, dissemination and management of the school resources
  - To promote, support and to collaborate with the necessary activities to achieve the objectives established for the subject by the General Plan of Galician-Language Normalization

# WHEN DO WE DEVELOP OUR FUNCTIONS? I (Scheduling)



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- In the beginning of the academic year:
  - We plan how the activities of the first term will be developed (3 months)
  - We create the internal committees
  - We contact the schools and we give the first assessment according to the demand
  - We start drawing up the activities of the Professional Development Annual Plan for the next course

# WHEN DO WE DEVELOP OUR FUNCTIONS? II



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- During the academic course:
  - We assess and manage the assessment activities: courses, seminars, meetings; and the schools demands: resources...
  - We develop the *CFR* committees work: library, publications, resources, selection, etc.
  - We select the area's activities for the new Annual Plan





# WHEN DO WE DEVELOP OUR FUNCTIONS? III-A

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- At the end of the academic year:
  - We continue with the management of the assessment activities
  - We make the last assessments of the *SP*, *GT* and *PFAC*
  - We manage the closure of the administrative and economic files of all activities done

# WHEN DO WE DEVELOP OUR FUNCTIONS? IV-B



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- We publish the magazine of the center
- We disseminate this publication and the Annual Plan to the schools
- We make an evaluation and we write the final report