

Digging into Initial Teacher Training Practices in Catalonia

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Introduction

Teacher training is a fundamental element in the improvement of the quality of our educational system.

Curricular and professional internships, are essential for both:

- the development of **skills** and the consolidation of **knowledge** (Bretones, 2012; Egido & López, 2016; Kilgo, Sheets, & Pascarella, 2015)
- and for subsequent **professional integration** (Helyer & Lee, 2014; Pineda, Agud & Ciraso, 2016)

In the case of teacher training, there is practically no research that provides **empirical proof** of the factors that lead to a **better acquisition of skills during the internship period**, or the **conditions needed** so that these training periods take place with the fullest guarantees

Method

identify the factors contributing to a greater acquisition of skills during the internship period in the Early Childhood Education and Primary Education Bachelor's degrees.



Method

questionnaire (N=567 students): Primary Education (n=276) and Early Childhood Education (n=291)

1. Sociodemographic characteristics and characteristics of the internship school (age, gender, bachelor's degree, university entrance, ownership of the school)
2. Characterization of the internship programme (placement in the degree, type of practicum –extensive, intensive-)
3. Satisfaction with the internship
4. Perceived impact of the internship
5. Students' skill development

univariate and bivariate descriptive analysis & three multiple regression models, one for each type of skill considered in the study: (1) relationships and ways of working, (2) classroom management and (3) the application of knowledge in practice.

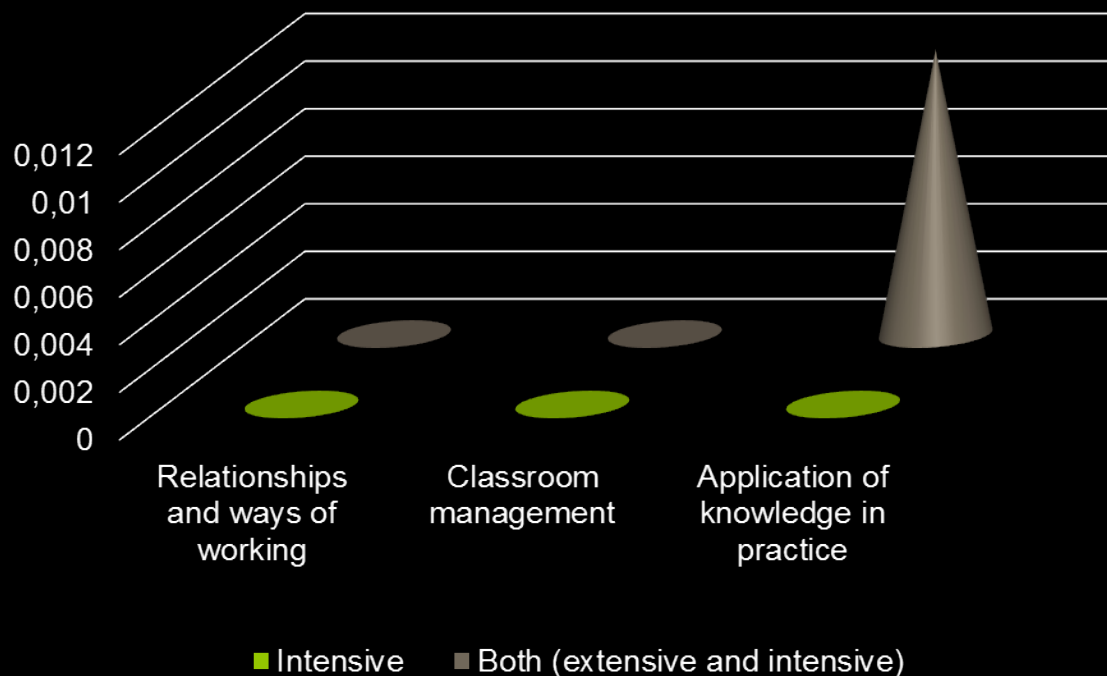
Results

	M	SD
Skills related to relationships and ways of working (1)	3.06	0.65
Skills related to classroom management (2)	3.46	0.57
Skills related to the application of knowledge in practice (3)	3.11	0.62
Satisfaction with the practicum as a subject (4)	2.91	0.51
Satisfaction with the relationship established with the internship centres (5)	3.41	0.69
Satisfaction with the organization of the practicum (6)	2.64	0.61
Satisfaction with the information about the practicum (7)	2.73	0.58
Perceived impact on the classroom and school activity (8)	3.11	0.64
Perceived impact on professional development (9)	3.79	0.43
Perceived impact on the school-university relationship (10)	2.91	0.72

- ❑ skills associated with classroom management are the most developed
- ❑ students are very satisfied with the relationship established with the internship centres
- ❑ the perceived impact of the *practicum* on the students' development as future educational professionals seems clear

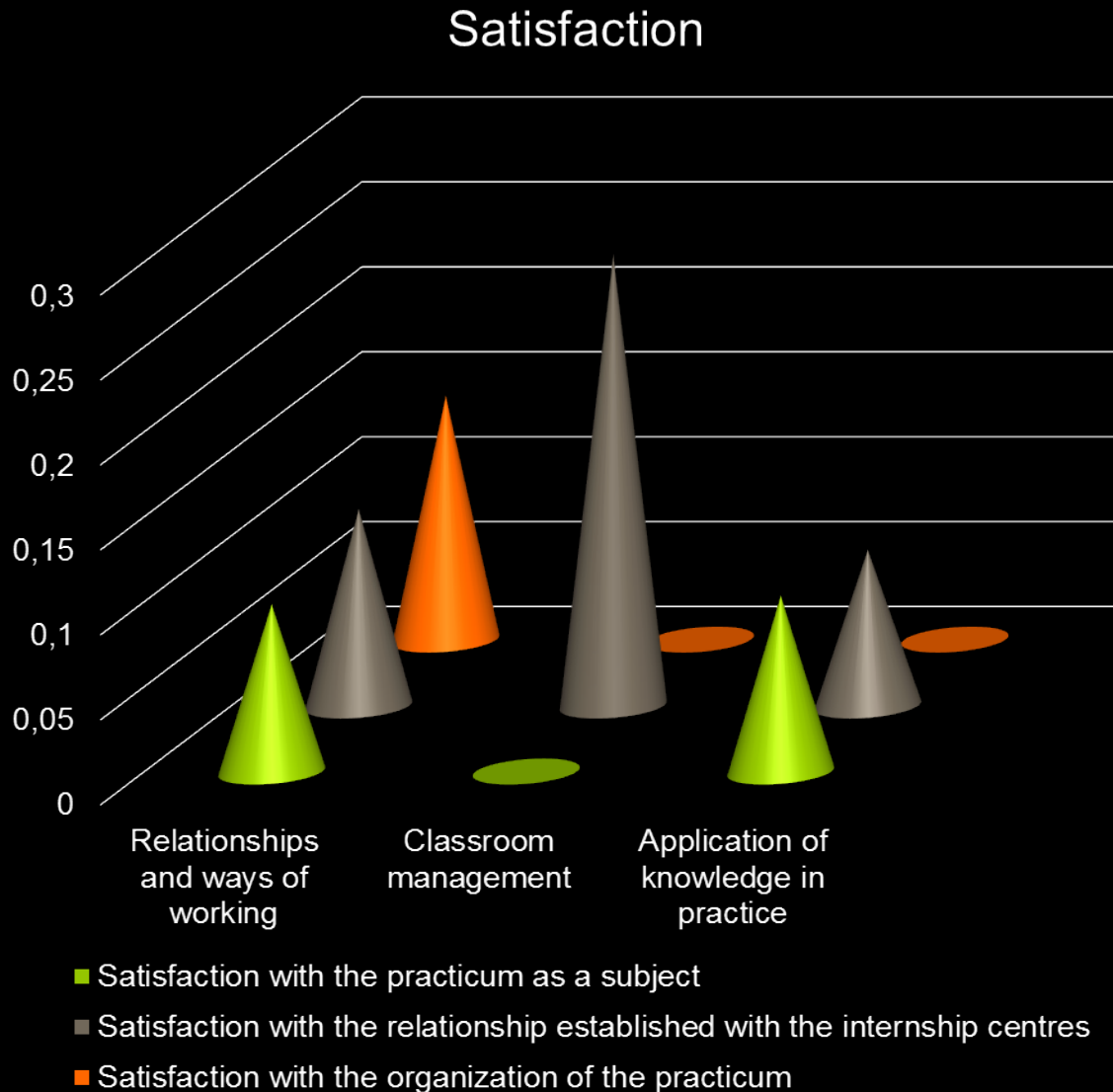
Results

Type of *practicum* performed



- ❑ the sociodemographic variables and the ownership of the school are not associated with the development of skills during the internship periods
- ❑ those *practicum* programmes that combine intensive and extensive periods seem to be statistically associated, although weakly, with a greater development of the skill of application of knowledge in practice

Results



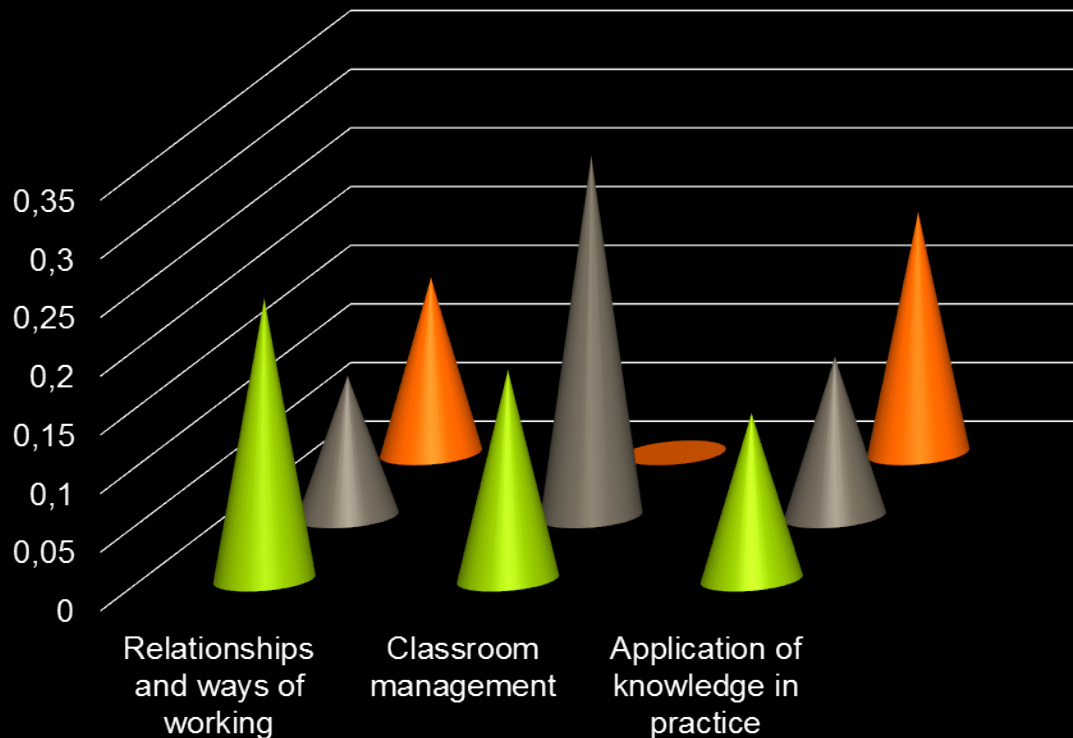
□ increase in the satisfaction levels reported by the students is a significant predictor of the development of skills linked to relationships and ways of working

□ in relation to classroom management, only satisfaction with the relationship established with the internship centres is significantly associated

□ positive assessment of the *practicum* as a subject and of the relationships with the internships centres is significantly associated with a greater application of knowledge in practice

Results

Perceived impact



- Perceived impact on the classroom and school activity
- Perceived impact on professional development
- Perceived impact on the school-university relationship

- higher perception of the impact of the *practicum* on the classroom and school activity, the students' professional development and the school-university relationship is associated with the development of the skills associated with relationships and ways of working, as well as a greater application of knowledge in practice.
- classroom management skills are more developed among those students who perceive a greater impact of the internship on the classroom and school activity and, particularly, on their own professional development.

Some conclusions...

a **satisfactory internship** and the perception of a **positive impact** of the internship predicts, from the perspective of the students themselves, a greater development of skills that may be useful for the subsequent carrying out of the teaching profession.

importance of “**training centres**” (e.g., Conroy, Hulme & Menter, 2013). Building the **loyalty** of the internship centres takes on a special meaning with this idea, and opens up a dilemma: (1) **students’ freedom** of choosing internship centres vs. (2) possibility of establishing a **stable network** of centres.

importance of a **suitable cooperation between schools and universities**, where the former help to develop the **teaching skills in a real context**, and the latter not only provide students with access to relevant research in their professional field, but they also promote a **critical reflection of the practice** (Burn, 2006).



Thank you very much!



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