

## OVERVIEW TRAECE ECEC Occupations - SPAIN

Job title	Main ECEC workplace settings and age-range	Main position/s	Main age-range focus of IPS	Minimum qualification requirement and ECTS points/EQF level/ISCED <sup>1</sup> level
<p><i>Maestro especialista en educación infantil</i> <b>Early Childhood Education Teacher</b></p> <p><i>Profile:</i> Early Childhood Pedagogy Professional</p>	<p><i>Escuela de educación infantil unificada</i> <b>Integrated early childhood centre</b> 0- to 6-year olds (1st and 2nd cycle)</p> <p><i>Centros incompletos de primer ciclo de educación infantil</i> <b>Separate infant-toddler centre</b> 0- to 3-year olds (1st cycle)</p>	<p>Core practitioner with group responsibility</p> <p>Centre head</p>	0-6 years	<p>Bachelor, 4 years university</p> <p>ECTS points: 240</p> <p>EQF: Level 6</p> <p>ISCED 2013-F: 0112</p> <p>ISCED 2011: 6</p>

Job title	Main ECEC workplace settings and age-range	Main position/s	Main age-range focus of IPS	Minimum qualification requirement and ECTS points/EQF level/ISCED <sup>1</sup> level
	<i>Colegio de Educación Infantil y Primaria</i> <b>Early childhood unit in primary school</b> 3- to 6-year olds (2nd cycle)			
<i>Técnica superior en educación infantil</i> <b>Senior Specialist in Early Childhood Education</b>  <i>Profile: Social Care/Health Care Professional</i>	<i>Escuela de educación infantil unificada</i> <b>Early childhood integrated centre</b> 0- to 6-year olds (1st and 2nd cycle)  <i>Centros incompletos de primer ciclo de educación infantil</i> <b>Separate infant-toddler centre</b> 0 to 3 years (1st cycle)	Core practitioner with group responsibility (only for work with 0- to 3-year olds)  Qualified co-worker	0-3 years	Post-secondary Diploma/Higher Technician in Early Childhood Education  ECTS points: n/a <sup>2</sup> EQF: Level 5 ISCED 2013-F: 0922 ISCED 2011: 4
<i>Técnica / Auxiliar en educación infantil</i> <b>ECE Teacher's Assistant</b>	<i>Escuela de educación infantil unificada</i> <b>Early childhood integrated centre</b> 0- to 6-year olds (1st and 2nd cycle)  <i>Escuela de educación infantil</i> <b>Early childhood centre</b> 0- to 3-year olds 3- to 6- year olds (1 <sup>st</sup> and 2nd cycle)  <i>Escuelas de educación</i>	Short-term qualified co-worker	0-6 years	6 months (100-150 hours depending on the Autonomous Community) vocational education + 1-2 months (100-150 hours) in a work placement.  ECTS points: n/a EQF level: 3 ISCED 2013-F: 0922 ISCED 2011: 3

	<i>infantil primer ciclo</i> <b>Early childhood centre/infant-toddler unit</b> 0 to 3 years (1st cycle)			
<i>Monitor/ Animadora de ocio y tiempo libre</i>  <b>Play Worker/ Sociocultural Animator</b>	<i>Escuela de educación infantil</i> <b>Early childhood centre</b>  <i>Escuela de educación infantil y primaria</i> <b>Early childhood unit in primary school</b> 0- to 3-year olds (1st cycle) 3- to 6-year olds (2nd cycle)	Short-term qualified co- worker	All ages	6 months (100-150 hours depending on the Autonomous Community) voca- tional education + 1-2 months (100-150 hours) in a work placement.  ECTS points: n/a EQF level: 3 ISCED 2013-F: 0922 ISCED 2011: 3

<b>Job title in Spanish: <i>Maestra en educación infantil</i></b> <b>Profile: Early Childhood Pedagogy Professional</b>
<p><i>Since 2006:</i></p> <p><b>Entry requirements:</b> 10 years of compulsory schooling (up to 16) + 2 pre-university foundation years from 16 to 18; school leaving certificate – <i>Bachillerato</i>.</p> <p><b>Professional studies:</b> 4 years higher education at a university faculty for teacher training (<i>Facultad universitaria de formación de profesorado</i>) – specialised training for work with 0- to 6-year olds</p> <p><b>Award:</b> University Bachelor's degree/Early Childhood Education, <i>Grado en Maestro/a en Educación Infantil</i>.</p> <p><b>ECTS points:</b> 240</p> <p><b>EQF level:</b> 6</p> <p><b>ISCED 2013-F:</b> 0112</p> <p><b>ISCED 2011:</b> 6</p> <p><b>Main ECEC workplace:</b> Early childhood centre (<i>Escuela de educación infantil</i>), 0- to 3-year olds (1st cycle), 3- to 6-year olds (2nd cycle); Early Childhood Education and Primary School (<i>Escuela de Educación Infantil y Primaria</i>), 3- to 6-year olds and 6- to 12-year olds.</p> <p><i>From 1990 to 2006:</i></p> <p><b>Entry requirements:</b> 12 years of schooling + school leaving certificate + 1 pre-university foundation year (COU)</p> <p><b>Professional studies:</b> 3 years vocational higher education at a university college for teacher education (<i>Escuela universitaria de formación de profesorado</i>) – specialised training for work with 0- to 6-year olds</p> <p><b>Award:</b> University degree/Early Childhood Education, <i>Diplomado Maestro Especialidad en Educación Infantil</i></p> <p><b>ECTS points:</b> n/a</p> <p><b>EQF level:</b> n/a</p> <p><b>ISCED 1997:</b> 5A</p> <p><b>Main ECEC workplace:</b> see above</p>

**Spain: Early Childhood Education Teacher (IPS)**

## Spain: Senior Specialist in Early Childhood Education (IPS)

<b>Job title in Spanish: <i>Técnico superior en educación infantil</i></b> <b>Profile: Social Care/Health Care Professional</b>
<p><i>Since 2006:</i></p> <p><b>Entry requirements:</b> 10 years of schooling (6 to 16 years) + 2 years pre-university foundation; school leaving certificate (<i>Bachillerato</i>) <b>or</b> a successfully completed access test for higher professional training (minimum age 20 years)</p> <p><b>Professional studies:</b> Approx. 1½ years (1,600 hours) post-secondary, non-tertiary vocational education + 3 months (400 hours) in a work placement. Focus on age-group 0 to 3 years.</p> <p><b>Award:</b> Diploma/Higher Technician in Early Childhood Education, <i>Técnico Superior en Educación Infantil</i></p> <p><b>ECTS points:</b> 120</p> <p><b>EQF level:</b> 5</p> <p><b>ISCED 2013-F:</b> 0922</p> <p><b>ISCED 2011:</b> 4</p> <p><b>Main ECEC workplace:</b> Early childhood integrated centres/infant-toddler unit in separated settings (<i>Escuelas de educación infantil unificadas/unidades de primer ciclo en centros separados</i>), 0 to 3 years (1st cycle).</p> <p><i>From 1990 to 2006:</i></p> <p><b>Entry requirements:</b> 12 years schooling + leaving certificate (<i>BUP</i>) + 1 pre-university foundation year (<i>COU</i>) <b>or</b> <i>bachillerato experimental</i> or <i>Formación profesional, módulo 2</i>; minimum entry age 18 years</p> <p><b>Professional studies:</b> Approx. 1 year (900 hours) post-secondary, non-tertiary vocational education + 3 months (400 hours) in a work placement. Focus on age-group 0 to 3 years.</p> <p><b>Award:</b> Diploma/ Higher Technician in Early Childhood Education, <i>Técnico Superior en Educación Infantil</i></p> <p><b>ECTS points:</b> n/a</p> <p><b>EQF level:</b> n/a</p> <p><b>ISCED 1997:</b> 5B</p> <p><b>Main ECEC workplace:</b> see above</p>

**Job title in Spanish:** *Técnica/Auxiliar en educación infantil*

*Since 2006:*

**Entry requirements:** 10 years of schooling (6 to 16 years) (minimum age 16 years)

**Professional studies:** ½ year (100-150 hours depending on the autonomous community) vocational education + 1-2 months (100-150 hours) in a work placement.

**Award:** Certificate of Infant Assistant in Early Childhood Education, *Técnica/ Auxiliar en Educación Infantil*

**Spain: ECE Teacher's Assistant (IPS)**

**Job title in Spanish:** *Técnica/Auxiliar en educación infantil*

**ECTS points:** n/a

**EQF level:** 3

**ISCED 2013-F:** 0922

**ISCED 2011:** 3

**Main ECEC workplace:** Early childhood centre (*Escuela de educación infantil*), 0- to 3-year olds (1st cycle), 3- to 6-year olds (2nd cycle); Early childhood centre/infant-toddler unit (*Escuelas de educación infantil primer ciclo*), 0 to 3 years (1st cycle)

*From 1990 to 2006:*

**Entry requirements:** 8 years of schooling + school leaving certificate

**Professional studies:** Approx. 1 year of vocational education. Focus on age-group 0 to 3 years.

**Award:** Kindergarten auxiliary specialist, *Técnica auxiliar de jardín de infancia*

**ECTS points:** n/a

**EQF level:** n/a

**ISCED 1997:** 2

**Main ECEC workplace:** see above

### Spain: Play Worker/Sociocultural Animator (IPS)

<b>Job title in Spanish:</b> <i>Monitor/Animador de ocio y tiempo libre</i>
<p><i>Since 2006:</i></p> <p><b>Entry requirements:</b> 10 years of schooling (6 to 16 years) (minimum age 16 years)</p> <p><b>Professional studies:</b> 6 months (100-150 hours depending on the Autonomous Community) vocational education + 1-2 months (100-150 hours) in a work placement.</p> <p><b>Award:</b> Certificate of Play Worker for leisure and free time, <i>Monitor/Animador de ocio y tiempo libre</i>.</p> <p><b>ECTS points:</b> n/a</p> <p><b>EQF level:</b> 3</p> <p><b>ISCED 2013-F:</b> 0922</p> <p><b>ISCED 2011:</b> 3</p> <p><b>Main ECEC workplace:</b> Early childhood centres, Early childhood Education and Primary School (<i>Escuela de educación infantil, Escuela de Educación Infantil y Primaria</i>), 0- to 3-year olds (1st cycle), 3- to 6-year olds (2nd cycle)</p> <p><i>From 1990 to 2006:</i></p>
<b>Job title in Spanish:</b> <i>Monitor/Animador de ocio y tiempo libre</i>
<p><b>Entry requirements:</b> 8 years of schooling + school leaving certificate</p> <p><b>Professional studies:</b> Approx. 1 year (900 hours) of regulated vocational education. Focus on leisure and free time in schools</p> <p><b>Award:</b> Play worker Specialist, <i>Técnico en Animación sociocultural</i></p> <p><b>ECTS points:</b> n/a</p> <p><b>EQF level:</b> n/a</p> <p><b>ISCED 1997:</b> 3</p> <p><b>Main ECEC workplace:</b> see above</p>

**OVERVIEW TRAECE ECEC OCCUPATIONS - SPAIN**

<p><b>EARLY CHILDHOOD EDUCATION TEACHER</b></p> <p><b>-Maestra Especialista en Educación Infantil-</b></p> <p align="center"><b>Competencies</b></p>	<p><b>SENIOR SPECIALIST IN EARLY CHILDHOOD EDUCATION</b></p> <p><b>-Técnico Superior en Educación Infantil-</b></p> <p align="center"><b>Competencies</b></p>	<p><b>ECE TEACHER'S ASSISTANT</b></p> <p><b>-Técnico Auxiliar en Educación Infantil-</b></p> <p align="center"><b>Competencies</b></p>
<p><b>Competence specifications:</b> Prospective ECE Teachers will be expected to acquire competencies related to the implementation of curricular goals and content. These include addressing diversity; knowledge of ICT; school organisation; learning to live together both inside and outside the classroom; addressing language learning within multicultural and multilingual contexts; working effectively with families; reflecting on classroom practice; and knowledge of quality improvement models (Oberhuemer et al. 2010). Specifically, legislation regulating the new university bachelor degrees in pre-primary and primary education establishes the competences and abilities to be acquired by students (Royal Decree 1594/2011):</p> <ul style="list-style-type: none"> <li>- Being familiar with the goals, curricular contents and evaluation criteria of Early Childhood/Pre-Primary Education;</li> <li>- Designing and regulating learning environments in diversity contexts attending to the singular educational needs of children, gender equality, equity and respect to human rights;</li> <li>- Promoting coexistence in and outside the classroom and dealing with the peaceful settlement of conflicts; being</li> </ul>	<p><b>Competence specifications:</b> Senior Specialists in Early Childhood Education are expected to acquire the following competencies during their IPS (Royal Decree 1394/2007):</p> <ul style="list-style-type: none"> <li>- Organising resources according to the children's needs and characteristics.</li> <li>- Developing the programmed activities, employing the appropriate resources and methodological strategies and creating a climate of confidence.</li> <li>- Designing and applying appropriate action strategies with families related to the goals and procedures of the ECEC institution;</li> <li>- Coping with uncertainties regarding people, resources or environment, transmitting security and confidence;</li> <li>- Evaluating the intervention process and the results achieved; preparing and managing the documentation associated with the process, with the goal of improving the quality of the service;</li> <li>- Updating research and technical knowledge regarding their professional activity, using the available resources for lifelong learning;</li> <li>- Maintaining relationships with the</li> </ul>	<p><b>Competence specifications:</b></p> <ul style="list-style-type: none"> <li>-Programme educational and social care intervention for children based on the guidelines of the institution's programme and the characteristics of the individual, the group and the context.</li> <li>-Organise the resources for the development of the activity in response to the needs and characteristics of the children.</li> <li>-To develop the programmed activities, using the appropriate resources and methodological strategies and creating a climate of trust.</li> <li>-Designing and implementing strategies for action with families, within the framework of the institution's aims and procedures, in order to improve the intervention process.</li> <li>-Respond to the needs of children and families who require the involvement of other professionals or services, using appropriate resources and procedures.</li> <li>-Evaluate the intervention process and the results obtained, transmitting the information in order to improve the quality of the service.</li> <li>- Maintain up-to-date scientific and technical knowledge related to their professional activity,</li> </ul>



<p>able to observe systematically learning and coexistence contexts and to be able to reflect on them; reflecting in the group on the acceptance of rules and respect for others; promoting children's autonomy and singularity as factors for educating emotions, feelings and values in early childhood,</p> <ul style="list-style-type: none"> <li>- Knowing about language evolution during early childhood, being able to identify possible dysfunction and ensure the right intervention; dealing with situations for learning languages in multicultural and multilingual contexts; mastering the use of different techniques of expression in oral and written language;</li> <li>- Knowing about the educational implications of Communication and Information Technologies and, mainly, of television in early childhood;</li> <li>- Knowing about the foundations of child nutrition and hygiene;</li> <li>- Knowing the foundations of early attention, psychological, learning and personality-building processes during early childhood;</li> <li>- Knowing about the organisation of ECEC centres;</li> <li>- Viewing teaching as a professional activity needing continuous improvement and adaptation according to scientific, pedagogic and social changes;</li> <li>- Acting as a counsellor for parents regarding family education with children aged 0 to 6 years old and mastering social abilities in the treatment and relationship with the family of each child</li> </ul>	<p>children, their families, community groups and other professionals;</p> <ul style="list-style-type: none"> <li>- Managing cultural diversity and providing solutions to the conflicts that may occur;</li> <li>- Creating safe environments, respecting the regulations and security protocols in the planning and development of activities;</li> <li>- Exercising their rights and complying with their obligations under the current labour relations agreements;</li> <li>- Managing their professional career, analysing work opportunities, self-employment and learning;</li> <li>- Creating and managing a small enterprise, carrying out a products feasibility study, planning the production and marketing;</li> <li>- Participating actively in economic, social and cultural issues, with a critical and responsible attitude.</li> </ul>	<p>using existing resources for lifelong learning.</p> <ul style="list-style-type: none"> <li>- Act with autonomy and initiative in the design and implementation of activities, respecting the pedagogical and action lines of the institution in which they carry out their activity.</li> <li>- Maintain fluid relationships with children and families, members of the group in which they are integrated and other professionals, showing social skills, the ability to manage cultural diversity and providing solutions to conflicts that arise.</li> <li>- Generate safe environments, respecting safety regulations and protocols in the planning and development of activities.</li> <li>- Creating and managing a small business, carrying out product feasibility studies, production planning and marketing.</li> </ul>
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<p>and with all families;</p> <ul style="list-style-type: none"> <li>- Reflecting on class practices in terms of innovating and improving teaching work;</li> <li>- Acquiring habits and skills for autonomous and cooperative learning and promoting this among children;</li> <li>- Understanding the function, possibilities and limits of education in current society and the key competences that affect ECEC centres and pre-primary education and their professionals;</li> <li>- Knowing about models for improving quality in educational institutions;</li> <li>- Mastering 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 the level B1 of the Common European Framework of Reference for Languages.</li> </ul>		
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\*CITATION SUGGESTION: ARRABAL, A.A. 2017. „Spain – ECEC Workforce Profile“. In Workforce Profiles in Systems of Early Childhood Education and Care in Europe. Edited by P. Oberhuemer and I. Shreyer. [www.seeepro.eu/English/Country\\_Reports.htm](http://www.seeepro.eu/English/Country_Reports.htm)

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