

SPAIN [2] - 2013

TEACHER TRAINING CENTRE, ALZIRA, VALENCIA, SPAIN.

A. BASIC INFORMATION

Country:	Spain
Title of initiative:	<p>[ES] <i>Centro Profesorado Alzira, Valencia, España.</i></p> <p><i>La participación y motivación del alumnado como reto: programaciones didácticas de aula integrando las competencias básicas.</i></p> <p>[EN] Teacher Training Centre, Alzira, Valencia, Spain.</p> <p>The Challenge of Student Participation and Motivation: lesson plans integrating key competences.</p>
Coordinator/ Organization:	<p>Centre for Training, Innovation and Educational Resources (CEFIRE) in Alzira, in the Autonomous Community of Valencia.</p> <p>Coordination and organisation:</p> <ul style="list-style-type: none">· Jaume Tuset, director of the CEFIRE, and team: Ana Llavador, Teresa Ripoll, M^a Teresa Montalvà and Àngel Ribera. <p>Educational evaluation:</p> <ul style="list-style-type: none">· Internal: teachers at centres, such as Esperanza García and Fani Pastor.· External: Florencio Luengo, general coordinator of the Atlantida Innovation Group.
Key competences addressed:	<p>The eight key competences added to the Spanish state compulsory education curriculum in accordance with the Organic Law of Education (LEO, 2006):</p> <p>[ES] <i>Comunicación lingüística</i> [EN] Linguistic communication [ES] <i>Matemática</i> [EN] Mathematics [ES] <i>Competencia en el conocimiento y la interacción con el mundo físico</i> [EN] Awareness of and interaction with the physical world [ES] <i>Tratamiento de la información y competencia digital</i> [EN] Awareness of and interaction with the physical world [ES] <i>Competencia social y ciudadana</i> [EN] Social competence and citizenship [ES] <i>Competencia cultural y artística</i> [EN] Cultural and artistic competence [ES] <i>Aprender a aprender</i> [EN] Learning to learn [ES] <i>Autonomía personal</i> [EN] Personal autonomy</p>

<p>Type of initiative and channels used for implementation (e.g. curriculum reform introduced through legislation etc.)</p>	<p>This initiative began with the experience of a group of schools within the area of influence of the CEFIRE, about how to improve the motivation of students to learn. The inclusion of key competences in the Organic Law of Education (LOE) broadened the horizon of these experiences, although it was necessary to carry out an assessment for their integration into lesson plans. The CEFIRE welcomed the possibility that the Atlantida Innovation Group would implement its initiative in this way. The education channel in such schools was used to implement this initiative, along with other schools with less experience in this field.</p>
<p>Partners:</p>	<ol style="list-style-type: none"> 1. The Teacher Training Agency. The General Department for Innovation, Planning and Language Policy of the Department for Education of the Autonomous Community of Valencia. 2. Atlantida Innovation Group.
<p>Scope: (student/teacher/school level; local/regional/national)</p>	<p>22 centres within the area of influence of the CEFIRE and 8 centres from bordering areas. 500 teachers in total. 1 coordinator for the initiative in each school.</p>
<p>Learning context: (formal or non-formal)</p>	<p>Three learning contexts were used:</p> <ol style="list-style-type: none"> 1. In the CEFIRE: a network of coordinators for the initiative in each school and management teams in schools. 2. In each school: top-down educational training and reflection (by the coordinator for the initiative to the departments for teaching coordination, the teachers of the various cycles and the educational coordination committee (ECC) of each school). 3. In each classroom: the students.
<p>School education level/s: (primary, lower secondary, upper secondary)</p>	<p>All compulsory education levels.</p>
<p>Target groups:</p>	<p>Primary and secondary education teachers.</p>
<p>Time frame: (start and end date)</p>	<p>Start: September 2009 End: September 2012 (due to closure of the CEFIRE by decision of the Autonomous Community of Valencia).</p>
<p>Relevant links:</p>	<p>www.proyecto.atlantida.net Atlantida Innovation Group materials related to the Alzira experience: curriculum specification, integrated teaching units and the new teaching plan for the entire community can be found here. <i>Department of Education of the Autonomous Community of Valencia</i></p>

B. SUMMARY

The Teacher Training Centre in Alzira (Valencia, Spain) provided a local initiative regarding the preparation of **lesson plans** that are important for the development of students' key competences at their different educational stages, especially in secondary education. These plans, in accordance with the curriculum defined in the Organic Law of Education (2006) and their specification at regional level, are the product of a training process founded on reflection and speculation about teaching practices, supported by the participation of teachers from 30 schools in its area of influence and by advice from the Atlantida Innovation Group.

The successive participation of representatives from this network in the state initiative (COMBAS Programme), by providing various types of teaching units that integrated curriculum elements, made it possible to firstly obtain feedback about the training activities of other regions in Spain and secondly to enrich the network itself by identifying the similarities between the teaching units model and the student evaluation model based on the integration of key competences.

It should be mentioned that this initiative, focused on the stimulation of student learning based on a review of teaching practices, has become stronger and has been disseminated with a noticeable impact, given that the Department of Education of the Autonomous Community of Valencia has accepted this model and consequently has decided that the pedagogic leadership of schools should be incorporated into its team of official experts in order to carry out the new teacher training phases regionally.

TO FIND OUT MORE:

www.proyecto.atlantida.net. Atlantida materials related to the Alzira experience.

www.cece.gva.es/es Department of Education of the Autonomous Community of Valencia.

<https://sites.google.com/a/red-innova.net/web/publicaciones/atlantida-colaboraciones-con-la-red-europea-keyconet> Portal Innova

C. IN DEPTH INFORMATION

Rationale/contextual background/motivation for introducing the initiative/reform:

The LOE states, in its Annex I; “The inclusion of key competences in the curriculum has several objectives. Firstly, to integrate different types of learning, both formal, incorporated in various areas and subjects, and informal and non-formal learning. Secondly, to enable students to integrate their learning and relate it to other types of content and use it effectively as necessary in different situations and contexts. And finally, to guide teaching by making it possible to identify the essential evaluation contents and criteria, and, in general, to inspire the various decisions taken regarding teaching and learning process”. Consequently, the Centre for Training, Innovation and Educational Resources (CEFIRE) in Alzira assumed the task of organizing training activities that would comply with such objectives:

1. Initial training [2008-2009 academic year]: aimed at management teams.

The objective of this first phase was focused on assessing the scope and the strength of key competences with regard to their curricular design. The objective was not only to generate answers to meet the training needs of schools, but also to involve management teams in this process by giving them the role granted by the LOE of educational leaders.

2. Advanced training [2009-2010 academic year]: aimed at teams of teachers.

The second phase was coordinated by the Atlantida Innovation Group in an attempt to connect the theory regarding key competences with practice in schools, that is, for the competence model to be experienced in schools. A clear and, if possible, simple model was required. In this sense, the training offered was used to identify and understand the role of key competences, as well as studying the curriculum specification that schools were seeking. To do this, it was essential for each of them to reflect deeply on their educational practices.

3. Consolidation training [2010-2011 academic year].

The third phase was the natural consequence of the enthusiasm about the possibilities of the competences provided by the above: the process was focused on the study of practices that were applicable ad hoc in the classroom, understanding that they could motivate students in their learning process.

Objectives:

The objectives of this initiative were focused on the following areas:

- Reflecting on the main methodologies resulting from the development of key competences by students (taking into account the diversity present in all groups of people).
- Creating a network of teachers who would study the scope of project planning and teaching units that integrate key competence methodologies.
- Training teachers and their educational leaders in this field.
- Modelling an explanatory theoretical focus about key competences based on practice in the classroom and the organisational dynamic of schools.

Dimensions targeted by the initiative/reform (e.g. student curriculum, assessment, initial/in-service teacher education, school autonomy etc.):

The dimensions targeted by this initiative were as follows:

1. Curriculum specifications and the curriculum project of schools, including planning for the various knowledge areas (for primary education cycles/for educational coordination departments in secondary education).
2. The evaluation methodologies and processes in **lesson plans that integrate key competences**.
3. Student participation and a focus on teaching based on the development of key competences (the importance of having a motivation to learn)

Overall approach (e.g. holistic – existence of an overarching strategy, or targeted approach focusing on a specific dimension etc.):

The Teacher Training Agency of the Autonomous Community of Valencia was allocated the duties of the promotion, development and continuous improvement of the professional quality of teachers. Consequently, it works to achieve an adequate standard of methodological and educational teacher training through the various CEFIREs. This situation made it possible, once the LOE included key competences in the curriculum, for the CEFIRE in Alzira to organise various initiatives, including the one presented here. This initiative, with a focus on the curricular integration of key competences, led to an in-depth study of curriculum specification through teaching units that integrated the eight key competences. The work was organised through top-down seminars with the intention of getting feedback through reflection and the exchange of experiences at a horizontal level in each school: a) general sessions for the coordinators of all schools, b) sessions in each school in order to contextualise the general approaches and for the preparation of learning materials and c) evaluation of the work done by the coordination team of the initiative and feedback. Finally, we should state that the work carried out locally in Alzira influenced the COMBAS Programme (national key competence programme), all within the new approach to competence work implemented in the Autonomous Community of Valencia.

Detailed explanation of the key competence/s concerned:

In the anonymous comments included below, provided by teachers participating in this initiative, we can see the wide range of the key competences concerned, for both students, professionals and teachers:

STC6¹ The process was laborious, slow and we carried it out with determination. We are aware that we are learning and that in the future this experience will help us to plan projects that are more simple and practical but with the same quality. At the moment we are very pleased with what we have achieved and we are starting to see the road that our efforts should follow. We are also happy with the way of sharing them with other colleagues from other disciplines who are interested in improving the competence level of our students.

STC10: We know that students are not prepared to work so actively in classrooms. They are used to being passive and receptive and they are surprised, and sometimes complain about their new role in the learning process. An interactive, cooperative and dialogic methodology requires attitudes and prerequisites that they have not acquired, and which are essential for this type of competence learning. Group work often changes the order that teachers are used to and students have not acquired the custom of all members working in a group and therefore we are undergoing a process of change in all senses of the word. Teachers are working on abandoning our almost exclusive prominence and helping students to construct their own learning and also on producing activities that will enable them to practice key competences, and students, in their bewilderment and sometimes discomfort, are taking over the role given up by the teacher, and are learning to be the school and the reason for the learning process and are accepting that it is necessary to work differently. However, we are all keen to see what happens with this final product in which we have placed such high expectations. (...)

Specific subjects concerned or cross-curricular approach:

This initiative adopts a teacher training approach based on the completion of professional tasks related to the curriculum implementation of key competences (mainly in formal education but with intentions to broaden its perspective to include non-formal and informal education).

¹ STC is used as used as the abbreviation for School Teacher-Coordinator to guarantee the anonymity of subjects.a

How the initiative/reform is being implemented (e.g. process followed, political commitment, consultation with stakeholders and their respective roles, incentives for stakeholders, dedicated funding, teaching material, definition of goals and standards, assessment and evaluation mechanisms, impact on teacher training/professional development and school practices/leadership, scaling-up approach, based on research/evidence? etc.):

Given the practical approach of this initiative, its implementation is described through the words of a school teacher-coordinator(STC3):

[2007/08 academic year]

(...) With the LOE approved [The law that incorporates key competences into the curriculum], the Educational Coordination Committee of our school proposed to modify lesson plans and change our skills evaluation model. We updated the basic traditional parts (objectives, contents and evaluation criteria) and we established a working group that was coordinated from our school with other secondary schools in Valencia in an attempt to familiarise ourselves with key competences and prepare our own definitions of them (semantic definition). Helped by our definitions, we have taught in various subjects and levels in order to relate the competences to the other key elements (operational definition). The subject was discussed within the Autonomous Community of Valencia, but at that time no training was offered (...).

[2008/09 and 2009/10 academic years]

(...) The CEFIRE in Alzira, which was aware of our concerns, suggested that we participate in the Atlantida training [regarding the curriculum integration of key competences]. Our small group, which already had some experience in the matter, carried out all the activities suggested to us. A group of twenty-seven teachers from our school also completely prepared a first draft of a curriculum specification, relating the key parts of the secondary education curriculum of the Autonomous Community of Valencia to the key competences. (...) Between us we managed to outline a curriculum specification, a planning model and an instrument for the evaluation of the development of key competences in our students. (...)

[2010 and 2011 academic year]

We joined module A2 of the COMBAS Programme [advanced module of the Programme], offered by the Spanish Ministry of Education [see Spanish case study] and in this context we tested and completed our planning model for integrated teaching units and prepared an improvement plan for the school that made it possible to create organisational and curriculum conditions for the implementation of key competences within classroom activities and school projects. (...)

In the process of re-drafting the new curriculum specification, which we had already begun a year earlier, the language departments identified the need to use an integrated approach and to begin to systematically practice language skills as explained in the «Common European Framework of Reference for Language Learning Teaching and Assessment», that is, based on the assumption of the importance of language for overall education in view of the fact that languages are only learned through their meaningful use by students and are associated with discursive practices and with the conviction that for our bilingual students [in this case, in Spanish and Valenciano] any improvement in language skills in either of the two languages would serve as a channel to the other. (...) We started to design the teaching units within the inter-disciplinary working group which, as an advanced group, decided to test the development of key competences through lesson planning. Sub-groups were established that were responsible for operating various teaching units for different curriculum levels and through different areas of knowledge, following the premises proposed by the Atlantida group:

1. Definition of the task and design of the sequence of activities/exercises

Once the task was defined, we prepared the complete design of a sequence of activities and exercises to develop it. This was an ambitious approach and it required an extensive sequence in which, in our case, most language skills would be practiced. (...)

2. Curriculum specification

When the design of said sequence was complete, we selected the parts of the curriculum that supported the approach. To define this selection, we used the specification model that we had prepared jointly with the two school departments [teaching coordination departments] involved. This specification (that is, our bridging document between the official curriculum and the specification that our school prepared from it) established the relationships between general objectives per stage and knowledge area, content and assessment criteria, relating them to the key competences. In the case of the curriculum contents, these were related to the activities and exercises selected in order to carry out a complex task with social meaning. This variety of contents was essential so that the design of the task would result in an approach that would really include contents from all the curriculum areas. It also needed to be varied in terms of the number and type of cognitive processes involved in the fulfilment of the task as a whole. (...) Each assessment criterion was in turn divided into a certain number of assessment indicators that evaluated various cognitive processes, the use of content types etc. These indicators were the essential element that recorded the above relationships and were selected for their contribution to the development of the key competences that we wished to develop through the proposal of the designed activities and exercises.

Following the approach of the Atlantida group, these indicators, which were related to the key competences that help development, became the teaching objectives of the teaching units that we introduced. They therefore acted as objectives or as a guide for actions and as achievement indicators for the obtained results. The presence of other key parts of the curriculum and their correct reciprocal relationship was ensured by the curriculum specification that supported the selection of indicators.

3. Educational transposition

Educational transposition allowed us to foresee, for each activity in the teaching sequence, the methodological elements that would ensure the effective development of the key competences involved.

Firstly we worked on identifying the cognitive processes involved in each activity in the sequence and on selecting the educational methodology or teaching model that would be suitable to develop the identified processes. As these were teaching units that basically attempted to develop competence in language communication, we took special care when considering the relationship between the identified cognitive processes and the language skills that we had proposed to develop in students. The disciplinary teaching methodology selected to develop the receptive, productive and interactive language skills in the unit became the main methodological core of the teaching units introduced.

The selection of teaching resources, scenarios and times are essential for the effective development of the competences involved in the development of the teaching units. (...) First defining in detail the role assumed by teachers and students in each of the activities was essential so that students could effectively develop the identified cognitive processes and the proposed skills. This element formed part of the development of the teaching unit, along with the preparation of teaching materials. Our group attempted to prepare some modest methodological approaches for each activity.

4. Evaluation design

- We determined: 1) what we wished to evaluate regarding each planned activity and with what instrument it would be evaluated in each case, and 2) the specific aspects of each activity and exercise, and we related them to the indicators that would evaluate them.
- We took into account the contribution of the rubrics to determine the specific level reached by each student in detail (qualitative description).
- Using the evaluation rubrics we prepared observation scales to be used by students as a guideline for self-correction, self-evaluation and co-evaluation; this way students participate in the evaluation process with an awareness of the aspects achieved and of the improvements that could be made in order to reach a certain level of achievement.
- We progressively followed the process of defining indicators: as they appeared in relation to the activities subject to evaluation.
- The team of teachers from the department were able to review the defined indicators for each level and define an instrument for the area that would enable a detailed description, including different levels of achievement for each educational level and that would also distinguish between the different levels of educational stages.

Present stage/phase of implementation:

Comments from two teachers provide information about the stage of the initiative at times:

T5²: It is in the evaluation where we are seeing the greatest progress and the greatest difficulties. The evaluation design is complex and ambitious and requires a great effort in terms of reflection and testing. (...)

T8: We are still to decide on aspects as important as the communication of the results of the learning process to students and their families. For the moment we have decided that families will be duly informed about the experiment that their children are participating in and that the final activity of the teaching unit will be the evaluation. Based on that activity, and with the help of students, we will prepare the report about what has been achieved. (...)

² P is used as used as the abbreviation for Teacher to guarantee the anonymity of subjects.

Pedagogical issues (issues related to how key competences are being taught to students and how are teachers being prepared to teach them):

The monitoring of teaching practices related to students' motivation to learn constitutes the core of the curriculum integration of the eight key competences specified in the LOE that has led to this initiative and means that it is necessary to deal with pedagogical aspects that are clearly inter-related, including the following: epistemological frameworks that explain the various teaching practices, a shared curriculum language, a change in the mentality of teachers, changes in lesson planning and in evaluation, the development of integrated teaching units in the classroom, the organisation of teams of teachers and improvement plans.

This pedagogical involvement clearly contributes to the development of professional skills of teachers including, as well as an assessment of the need for work through key competences, the curriculum knowledge transmitted in training materials and the teaching skills that, without being transmitted in this context, must be developed by teachers themselves in order to prepare curriculum specifications and be able to take them into the classroom.

What works well (to identify enablers):

It is believed that the aspects that have made it possible for a local model for the integration of key competences to have influenced the design of educational policies of an autonomous region are as follows:

- Focusing the objective of planning changes and curriculum actions including key competences on students (and on the possibilities of improving their learning), separating the actions from the initiative, and therefore from purely bureaucratic intentions.
- Using classroom practices as a source and a guide for the preparation of curriculum specifications that connect all curriculum elements with the eight key competences as specified by the Spanish government through the LOE and that provide a context for the legislation of the Autonomous Community of Valencia.
- Organising the structure of a teaching unit with educational transpositions that integrate the key competences.
- Organising curriculum specification tables based on the evaluation criteria and their corresponding indicators.
- Studying methodologies that facilitate an educational transposition that will make it possible to see the social meaning of the learning aims (the importance of the fulfilment of tasks through a series of connected activities and exercises).
- Providing a wide variety of examples of the approaches carried out.
- Organising top-down training through the involvement of a teacher-coordinator in each school who enables the horizontal participation of all teachers through the organisational channels available to each school (meetings for the cycles of each stage, for teaching departments, of the educational coordination committee etc.).

Challenges and how these are being addressed (to identify obstacles and solutions):

The main challenge of this initiative was to design, based on practical evidence, teaching models that would improve the learning of key competences by students. In order for these initial approaches about curriculum planning and actions to be established, it was necessary to overcome challenges that entail the interaction of various fields. Some of these challenges are listed below:

- Providing more practical examples of competence-based lesson planning, as well as annual proposals that would provide examples of the development of the annual curriculum from an inter-disciplinary, cross-subject perspective in the various educational stages.
- Defining the role, possibilities and the adaptations that school textbooks should adopt in order to support competence learning processes.
- Organising practical training processes related to active methodologies that would support the development of competences in students.
- Preparing instruments that would make it possible to establish the relationship between the value of the indicators involved in each teaching unit and their relative contribution to the achievement of the educational objectives of the learning area and their relationship with each key competence.
- Offering evaluation instruments that would record the competence learning processes. Having evaluation tools and digital records that would facilitate the monitoring of students (integrated with the management programs of schools).
- Connecting the results of the diagnostic evaluations with the improvement plans for the evaluated competences and with the teaching practices that these plans develop.
- Cooperating with schools, the local environment and families for the effective, shared development of key competences (an under-developed aspect).

Monitoring & evaluation so far/planned, and which methods are being used (e.g. internal/external quality assurance, inspection, national assessments, international tests, self-evaluation, formative or summative evaluations):

The effectiveness of this initiative was a priority when carrying out its monitoring and assessment. To do this, we have assessed the relationship between the results achieved and the objectives that are considered to be situated within the context of this initiative, that is, those derived from the contextualisation from the feedback from participants during the execution of the various approaches. Two types of situated objectives are identified based on this analysis, referring to: 1) reflecting on the tasks using key competences in order to reach agreement with teachers, and 2) studying this agreement in depth in order to develop tasks using key competences in schools.

The assessment monitoring of the initiative through these two objectives types was carried out by complementing the results through two channels: 1) an internal assessment of the initiative organised by the CEFIRE in Alzira in liaison with the Atlantida Innovation Group, including information from all the participating schools during the execution of the various training processes (questionnaires, reports, productions etc.), and 2) an external assessment of the initiative based on the participation in COMBAS, a national programme run by the Ministry of Education of a group of schools within its scope (in this case, the initiative was assessed through a sample of schools).

The complementary nature of the information provided by these assessments made it possible to evaluate the relevance of the initiative by considering its situated objectives (most of these data are included in the various sections of this study).

Impact (e.g. any planned impact assessment?):

The permanent seminar generated within the context of this initiative has now moved to the CEFIRE in Valencia (being established as part of a group in the Atlantida network), and is used as a context for the new preparation of teaching units that have been backed up by practice, the training of teams of teachers from primary and secondary schools, and the generation of reference materials to provide solutions to problems that arise in the implementation process of the initiative. The coordinators of this seminar are also collaborating with the Department of Education, which is organising training regarding the integration of key competences into the curriculum of the Autonomous Community of Valencia and on the development of the new stage, starting this academic year, of the COMBAS Programme being run by the National Centre for Educational Innovation and Research (CNIIE) through the Ministry of Education, Culture and Sport (nationally). Clearly, the initiatives carried out in teacher training are examples for the educational community, and light the way for others. They do so at their own pace, because any attempt to accelerate changes would be counter-productive given that changes not only have to be designed, tested and put into practice but also have to be supported by all those involved. In this sense, it could be said that teacher training centres feel that they have to change and, to guide this change, the initiative regarding key competences promoted by the CEFIRE in Alzira was very valuable.

Below are some examples of the material prepared within the context of this initiative.

(You can follow their development in the links provided at the beginning and in the summary).

EXAMPLE: IDENTIFICATION OF THE INTEGRATED TEACHING UNIT STUDENT PARTICIPATION AND MOTIVATION PROCESS

Title, some examples from the experience:

The School Garden, Seduction and Love or How to Score, the “Hormigas Pasteleras” (children’s story), Where We Live etc.

Stage: **Cycle:** **Level:**

Key competences to be practised:

Curriculum specification DESIGN OF UDI (INTEGRATED TEACHING UNIT)	Curriculum transposition UDI TRANSPOSITION		Assessment of what has been learned EVALUATION	
Educational Objectives Evaluation indicators. (Objectives of the area/ subject + contents + evaluation criteria)	Task(s) Activities Exercises	Methodologies Scenario(s) Timing	Indicators (Rubrics)	Information instruments

Communication of the initiative/dissemination of outputs and activities:

Despite the fact that the CEFIRE in Alzira closed in September 2012, the materials generated during the implementation of this initiative continued to support schools. The following materials stand out due to their key role in the development of key competences:

1. Curriculum specifications for primary and secondary education that integrate the key competences defined by the Education Decree of the Autonomous Community of Valencia.
2. Lesson plans and teaching units including key competences.
3. Evaluation approaches including their own digital tools.

Some of these materials are available at the Department of Education of the Autonomous Community of Valencia and at the Ministry of Education, Culture and Sport (COMBAS Programme), being included as part of all the materials published by this entity. They were previously available at the CEFIRE in Alzira and in a sample of the Conferences of the COMBAS Programme that took place at the end of the first year of the programme, along with the materials produced by other participating schools from all over Spain (150 in total). Some of the materials were distributed as support and example materials from the work carried out, among all the schools in the region who requested it. Finally, some of the materials were passed on to other teacher training centres in the Autonomous Community of Valencia.

Next steps/follow-up:

The importance of the future of this initiative becomes clear if we can see continuity between the enrichment provided by its practices, reflections and materials at the time of the pilot programme *Integration of Key Competences* (COMBAS) – organised by the Spanish government in 2010/11 and presented as a case study in the KeyCoNet network – and the importance it has now and is predicted to have in the future despite the fact that the CEFIRE in Alzira was closed in September 2012:

- Firstly, broadening the perspective of pedagogic approaches and productions by participating actively in the dynamic of the new national COMBAS Programme (2012/13).
- Secondly, being the seed of a new regional project regarding key competences, which will begin in October 2013 with the support of the Atlantida seminar, to be directed by the CEFIRE in Valencia, once the responsible politicians have recovered their innovative spirit and have regained the support from educational leadership as defined in their proposals.

It could be said that the future of this initiative represents a reaffirmation of the importance of studying teaching practices and their relationship with students' motivation to learn, to integrate competences into curriculum development.