

INNOVACIÓN DOCENTE EN EDUCACIÓN: EXPLORANDO RETOS Y OPORTUNIDADES EN LA ENSEÑANZA Y EL APRENDIZAJE

Comps.

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CAPÍTULO 2

BEYOND FRAMEWORKS: HOW FUTURE TEACHERS INTERNALIZE PROFESSIONAL COMPETENCES

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INTRODUCTION

In recent years, the role of teacher training programs has been increasingly scrutinized as educational systems seek to respond to the demands of a rapidly changing and complex society. At the heart of this process lies how future educators are prepared to meet the multifaceted challenges of contemporary classrooms and develop a robust professional identity. As UNESCO (2019) and the OECD (2018, 2019) have argued, high-quality teaching requires strategic investment in teacher competences and effective policy frameworks, as emphasized in Sustainable Development Goal 4 (UNESCO, 2019; IIEP-UNESCO, 2023).

Within this context, initial teacher education becomes a cornerstone for ensuring educational quality (Escudero Muñoz et al., 2019; Manso et al., 2019; Vaillant & Marcelo, 2021; Velasco Guerrero et al., 2022). It involves not only knowledge transmission but also the development of ethical commitment, innovation, pedagogical expertise, and the ability to collaborate in diverse settings (Pila Martínez et al., 2020; Zabala & Arnau, 2007; Villar, 2008). Jofré Araya (2010) and Fernández Batanero (2013) have provided competence-based frameworks highlighting the diverse knowledge, skills, and attitudes required of secondary school teachers, particularly concerning ethics, inclusion, and critical reflection.

Teacher competences remain a polysemous concept (Tejada Fernández & Ruiz Bueno, 2013), with variation in interpretation, implementation, and assessment across institutional and national contexts (Nayak & Pani, 2021; Santos-González & Sarceda-Gorgoso, 2017). In Spain, the legal framework is defined by Order ECI/3858/2007 and Order EDU/3498/2011, which outline 16 essential competences for future teachers and educational counsellors (see Table 1).

These competences reflect a holistic and multifaceted view of teaching, encompassing cognitive, methodological, ethical, and social dimensions. They aim to prepare teachers to address diverse learner needs and to act as reflective, responsive professionals. Consequently, universities must structure training pathways that integrate theory and practice to develop these competences (González Sanmamed, 2015).

Table 1. Required Competences (ECI ORDER) and (EDU ORDER)

Competences	Performance Indicator
Order ECI/3858	C1. To be familiar with curriculum content in the student's subject specialism and have technical knowledge of teaching and learning processes.
	C2. To plan, implement, and evaluate the teaching-learning process using educational processes that allow the acquisition of the competences intrinsic to different subjects, about the level of prior education of students and the guidance they have received, both individually and working with other teachers and school staff.
	C3. To seek, obtain, process, and communicate subject-specific and general teaching (oral, printed, audiovisual, digital, and multimedia) information.
	C4. To deliver the curriculum in school through concrete actions, taking part in the collective planning of curriculum delivery; to develop and implement teaching methods for group and individual work that respond to students' diversity.
	C5. To design and create learning spaces with a particular focus on equity, personal and social education, equal rights and equality of opportunity between men and women, citizenship, and respect for human rights to facilitate social harmony, decision-making, and the creation of a sustainable future.
	C6. To develop strategies to encourage students and to boost their capacity to learn and develop critical thinking and decision-making skills that promote their autonomy, self-confidence, and sense of personal initiative.
	C7. To be familiar with processes of interaction and communication in the classroom, have command of the social skills and capacities required to promote learning and harmony in the classroom, and to deal with disciplinary issues and conflict resolution.
	C8. To plan and carry out formal and informal activities that help to make the school a place of participation and culture in its community; to carry out the functions of pastoral care and guidance for students collaboratively and cooperatively; to participate in assessment, research, and innovation in learning-teaching processes.
	C9. To be familiar with the laws and institutional structures that regulate the education system and quality-improvement models of relevance to schools.
	C10. To be familiar with and to analyze the teaching profession through its history and as currently constituted, and its interrelationship with the social reality around it at each point in history.
	C11. To report to and advise families as to the teaching-learning process and on the <u>personal, academic, and career guidance provided to their children</u>
Order EDU/3498	C12. To be familiar with the character and educational characteristics of students to be able to assess them and issue any reports required.
	C13. To be familiar with the pro-diversity steps available to support students appropriately in each case.
	C14. To analyze the organization and operation of the school to coordinate personal, academic, and career guidance to students in cooperation with other members of the school community.
	C15. To develop the skills and techniques required to appropriately advise families as to the personal development and learning of their children.
	C16. To identify the public services and community organizations with which the school can work and, working with the management of the school, to promote and <u>plan the measures required to better support students.</u>

Source: Adapted from Order ECI/3858/2007 and Order EDU/3498/2011

In this normative and conceptual context, it is essential to examine how future teachers understand, internalize, and assess the competences shaping their professional roles. These perceptions illuminate the development of professional identity and serve as a valuable input for curriculum evaluation and innovation (Rodríguez Esteban & Vieira Aller, 2009; Sola Reche et al., 2020). For instance, how students attribute competences to classroom teachers or counsellors reflects their conception of professional responsibilities. Likewise, their perceived preparedness before and after training offers an indicator of program effectiveness.

This chapter presents the results of an empirical study conducted at the University of Deusto as part of a recent edition of the Master's Degree in Compulsory Secondary Education, Upper Secondary Education, Vocational Training, and Language Teaching (MCSE). The study analyzes students' perceptions across six subject specialisms regarding required teaching competences, their attribution to educational roles, and levels of self-assessed preparedness before and after completing the program. It also explores patterns by specialism and identifies which competences become most prominent in students' evolving professional understanding.

Research Hypotheses

H1. Students correctly identify the competences required of teachers.

H2. Students report feeling that they have a better command of the competences they need as future teachers after completing the MCSE.

H3. Students attribute greater importance to professional competences upon completing the MCSE.

Research Objectives

General Objective:

To explore how MCSE students at the University of Deusto understand and assess the competences associated with the teaching profession, and how these perceptions evolve through their training.

Specific Objectives:

To determine the importance that students attribute to the competences listed in Order ECI/3858/2007 and Order EDU/3498/2011.

To analyze students' attribution of each competence to teachers or other educational professionals.

To evaluate students' perceived level of preparedness concerning each competence before and after completing the MCSE.

To identify which competences gain prominence in students' professional understanding at the end of the training process.

METHOD

This study adopted a quantitative, pretest-posttest design to examine how students enrolled in the MCSE at the University of Deusto perceive and evaluate the professional competences required for teaching.

Participants

The participants were 40 students enrolled in a recent edition of the MCSE program. Participation was voluntary, ensuring the anonymity and confidentiality of the data collected, in accordance with the ethical principles of educational research (University of Deusto, 2024)

The sample included 24 women and 16 men, with a mean age of 26.7 years ($SD=7.17$). Students entered the program from a variety of undergraduate disciplines and followed one of six subject specialisms: Science-Technology (7 students), Sport (7), Training and Occupational Guidance (4), Humanities (5), Language and Literature (5), and Modern Languages (12).

Instruments

The primary data collection instrument was a structured questionnaire that assessed students' perceptions regarding the importance, attribution, and self-assessed preparedness for each of the competences listed in Order ECI/3858/2007 and Order EDU/3498/2011 (see Table 1). The questionnaire included the following components:

Importance: Students rated the importance of each competence on a scale from 1 (not important) to 10 (extremely important).

Attribution: Students indicated whether each competence should be attributed to teachers or other educational professionals.

Preparedness: Students rated their own level of preparedness in each competence area at the beginning and end of the program on a scale from 1 (not at all prepared) to 10 (fully prepared).

Additionally, demographic and academic background information was collected, including gender, age, and undergraduate degree.

Procedure

The research process followed a pretest-posttest design. At the beginning of the academic year, the pretest questionnaire was administered online following an in-person explanation of the study's purpose and the assurance of anonymity and voluntary participation. The same questionnaire was administered again at the end of the academic year (posttest).

Data Analysis

The quantitative data were analyzed using descriptive and inferential statistical techniques. Descriptive statistics included means and standard deviations for each competence in the domains of importance, attribution, and perceived preparedness. Inferential analyses, including t-tests for paired samples and effect size calculations (*Cohen's d*), were conducted to examine differences between pretest and posttest scores.

RESULTS

The analysis of the data collected through the pretest and posttest questionnaires revealed significant insights into how students perceive, attribute, and feel prepared in relation to the competences required for teaching.

Importance of Competences

MCSE students attribute considerable importance to all the required competences (Table 2).

Table 2. Importance of Competences (On a Scale of 1-10)

		Pretest		Posttest	
Header		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
	C1	9.60	0.62	9.42	0.77
	C2	9.37	0.85	9.62	0.65
	C3	9.47	0.77	9.6	0.76
	C4	8.57	1.24	8.95	1.06
	C5	9.57	0.70	9.72	0.59
Order ECI/3858/2007	C6	9.32	1.03	9.57	0.70
	C7	9.72	0.63	9.62	0.69
	C8	8.8	1.22	8.77	1.15
	C9	9.2	0.92	9.6	0.66
	C10	7.5	1.56	8	1.46
	C11	9.57	0.66	9.65	0.57
	C12	9.72	0.54	9.8	0.50
	C13	9.1	0.96	9.07	0.95
Order EDU/3498/2011	C14	9.3	0.87	9.3	0.95
	C15	8.92	1.08	9.07	1.08
	C16	9.42	1.33	9.72	0.49

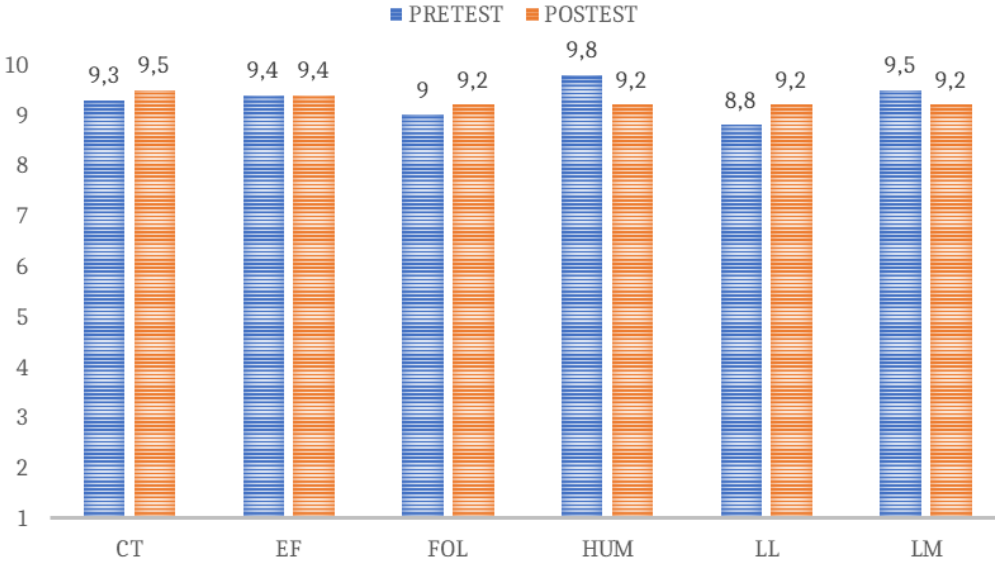
Note: See Table 1 for the derivation of competences from Order EDI/3858/2007 and Order EDU/3498/2011. M: Mean; SD: Standard Deviation

The mean importance score for all competences was 9.19, with slightly higher values for competences under the EDU Order (9.29) compared to those under the ECI Order (9.15). All competences received a mean rating above 8.5 in both pretest and posttest, except C10, which increased modestly from 7.5 to 8.0.

Notably, C5 and C12 were among the most highly rated competences in the posttest (9.72 and 9.8, respectively), reflecting students' strong emphasis on inclusive education and understanding learners' characteristics. This suggests consistency in students' priorities, even after training.

As shown in Figure 1, students across all specialisms reported similarly high levels of importance, with modest increases at posttest. An exception was found among Modern Languages and Humanities students, whose posttest ratings were slightly lower than their initial scores.

Figure 1. Difference in Degree of Importance of the Required Competences for Teachers by Specialism



To further examine these trends, Table 3 presents the difference of means by specialism at the beginning and end of the program.

Effect sizes for all competences were small, and in some cases negative, indicating that students already attributed significant importance to these competences before entering the MCSE program. This underscores the initial awareness and strong professional orientation of future secondary teachers concerning the standards defined in the national framework.

Table 3. Difference of Means of Degree of Importance of the Required Competences to Teachers by Specialism at the Start and Completion of the MCSE

		<i>Difference Mean</i>	<i>SD</i>	<i>t Students</i>	<i>Cohen's d</i>	<i>Q</i>
Order ECI/3858/2007	C1	-0.18	0.699	1.152	-0.257	0.508
	C2	0.25	0.757	-1.478	0.330	0.514
	C3	0.13	0.765	-0.760	0.170	0.504
	C4	0.38	1.154	-1.473	0.329	0.514
	C5	0.15	0.647	-1.036	0.232	0.507
	C6	0.25	0.881	-1.270	0.284	0.510
	C7	-0.10	0.661	0.677	-0.151	0.503
	C8	-0.03	1.186	0.113	-0.025	0.500
	C9	0.40	0.801	-2.234	0.500	0.531*
	C10	0.50	1.511	-1.480	0.331	0.514
	C11	0.08	0.617	-0.580	0.130	0.502
Order EDU/3498/2011	C12	0.08	0.520	-0.688	0.154	0.503
	C13	-0.03	0.955	0.140	-0.031	0.500
	C14	0.00	0.911	0.000	0.000	0.500
	C15	0.15	1.080	-0.621	0.139	0.502
	C16	0.30	1.002	-1.339	0.299	0.511

Note: *Significance under standard criterion, [t] values > 2 and/or d > 0.5

Attribution of Competences

Table 4 shows students' views of which role (teachers or other staff members: Educational Counsellors, Management, etc.) in a school requires each competence.

Table 4. Attribution of Each Required Competence to Roles Within Schools

		Teachers		Other Members of Staff	
		Pretest	Posttest	Pretest	Posttest
Order ECI/3858/2007	C1	100%	100%	0%	0%
	C2	90%	97.5%	10%	2.5%
	C3	92.5%	95%	7.5%	5%
	C4	70%	82.5%	30%	7.5%
	C5	97.5%	95%	2.5%	5%
	C6	87.5%	80%	2.5%	20%
	C7	100%	100%	0%	0%
	C8	80%	87.5%	20%	2.5%
	C9	100%	100%	0%	0%
	C10	92.5%	95%	7.5%	5%
	C11	95%	100%	5%	0%
Order EDU/3498/2011	C12	100%	97.5%	0%	2.5%
	C13	92.5%	95%	7.5%	5%
	C14	100%	100%	0%	0%
	C15	77.5%	80%	22.5%	20%
	C16	90%	95%	10%	5%

Note: See Table 1 for the derivation of Required Competences from Order EDI/3858/2007 and Order EDU/3498/2011

As shown in Figure 2, overall attribution patterns remained consistent from pretest to posttest. A large majority of students (91.35% initially and 93.86% after training) attributed the ECI Order competences to teachers, with minor percentages assigning them to non-teaching staff. Similarly, 92% (initial) and 93.5% (final) believed the EDU Order competences—typically associated with Educational Counsellors—should also be acquired by teachers. This suggests a perception of shared responsibility in certain professional domains. Some competences were consistently attributed to teachers by all students throughout the program. These included C1, C7, and C9 from the ECI Order, and C14 from the EDU Order.

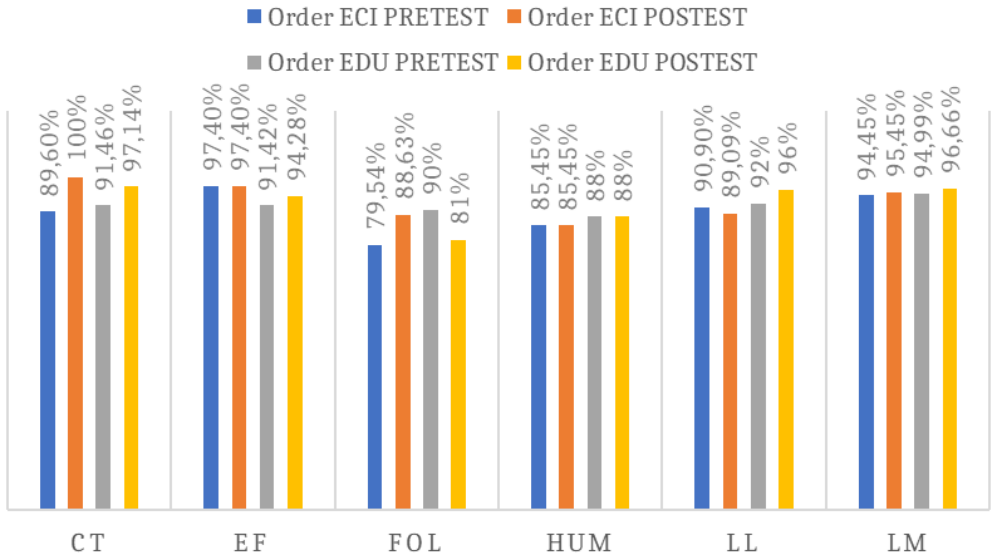
Figure 2. Attribution of EDU Order Competences to Teachers, Educational Counsellors, or Both Professions



Figure 3 expands this comparison by subject specialism.

In general, all specialisms showed an increased attribution of competences to teachers after completing the MCSE, except for the Training and Occupational Guidance track. In that group, the percentage of students attributing EDU Order competences to teachers decreased slightly from 90% to 81%, which may indicate some uncertainty about role boundaries in that specialism.

Figure 3. Attribution of ECI and EDU Order Competences to Teachers



Perception of Level of Preparedness in Competences

Students reported a notable improvement in their perceived preparedness across all required competences from the beginning to the end of the MCSE (Table 5).

Table 5. Perception of Preparedness in Competences (On a Scale of 1-10)

	Pretest		Posttest		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
	C1	6.07	2.33	8.47	0.92
	C2	5.77	2.42	8.15	1.16
	C3	6.24	2.49	7.94	1.37
	C4	5.92	2.44	7.63	1.42
	C5	6.82	2.24	8.44	1.16
Order ECI/3858/2007	C6	5.25	2.48	8.03	1.28
	C7	6.42	2.29	8.6	1.13
	C8	5.46	2.69	7.68	0.94
	C9	5.62	2.22	8.20	0.96
	C10	5.43	2.55	7.94	1.31
	C11	5.86	2.47	8.35	1.06
	C12	6.3	2.12	8.33	1.20
	C13	5.83	2.29	8.15	1.15
Order EDU/3498/2011	C14	7.1	1.85	8.65	1.13
	C15	5.90	2.31	8.18	1.15
	C16	6.88	2.20	8.73	1.13

Note: See Table 1 for the derivation of Required Competences from Order EDI/3858/2007 and Order EDU/3498/2011. Mean: SD: Standard Deviation

As illustrated in Figure 4, the average increase was observed across both competence blocks. The mean difference was approximately 2.24 points for ECI competences and slightly lower for EDU competences, suggesting a greater perceived gain in areas directly related to teaching practice.

Figure 4. Difference in Perception of Preparedness in Professional Competences under the ECI Order and the EDU Order

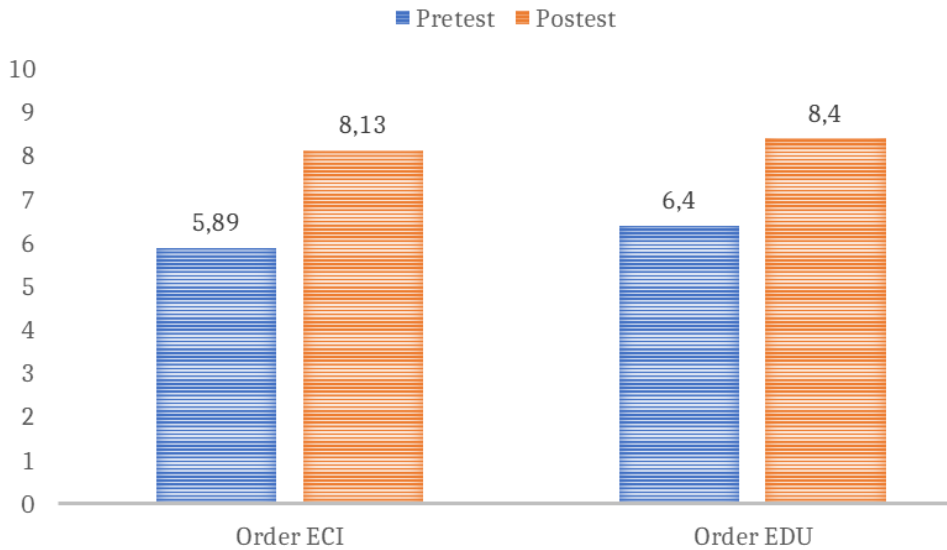


Table 6. Difference of Means in Perception of Preparedness in Professional Competences under the ECI Order and the EDU Order, at the Start and Completion of the MCSE

		<i>Difference Mean</i>	<i>SD</i>	<i>t Student</i>	<i>Cohen's d</i>	<i>Q</i>
Order ECI/3858/2007	C1	2.4	1.771	-6.059	1.355	0.715*
	C2	2.38	1.898	-5.609	1.254	0.687*
	C3	1.7	2.010	-3.783	0.846	0.589*
	C4	1.71	1.996	-3.831	0.857	0.591*
	C5	1.62	1.784	-4.062	0.908	0.602*
	C6	2.78	1.973	-6.300	1.409	0.730*
	C7	2.18	1.806	-5.399	1.207	0.675*
	C8	2.22	2.015	-4.927	1.102	0.647*
	C9	2.58	1.710	-6.746	1.509	0.757*
	C10	2.51	2.027	-5.537	1.238	0.683*
	C11	2.49	1.901	-5.859	1.310	0.702*
Order EDU/3498/2011	C12	2.03	1.723	-5.270	1.178	0.667*
	C13	2.32	1.812	-5.726	1.280	0.694*
	C14	1.55	1.533	-4.522	1.011	0.625*
	C15	2.28	1.825	-5.588	1.250	0.686*
	C16	1.85	1.749	-4.731	1.058	0.636*

Note: *Significance under standard criterion, [t] values > 2 and/or d > 0.5

To provide a more detailed view of these differences, Table 6 presents the initial and final means, along with effect sizes.

Effect sizes were large and significant for all competences, reinforcing the impact of the MCSE program on students' self-assessed readiness. Gains were especially pronounced in inclusive education (C6), classroom management and communication (C7), and legal-institutional knowledge (C9). These results highlight the effectiveness of the training in preparing students for real-world educational demands.

DISCUSSION/CONCLUSIONS

The findings of this study provide valuable insights into how MCSE students at the University of Deusto construct their professional identity through engagement with nationally defined competences. This approach contrasts with models emphasizing educational guidance as central to identity development from a holistic and dialogical perspective (Yáñez-Marquina et al., 2022).

The results support the initial hypotheses: students accurately identified core teaching competences, assigned them appropriately to professional roles, and reported increased preparedness after completing the program. Particularly valued were competences linked to inclusive education (C5), ethical commitment (C14), and family communication (C11, C15). These findings align with international frameworks that underscore equity, ethics, and collaboration in education (UNESCO, 2016, 2019; OECD, 2018) and reflect shared values foundational to inclusive pedagogies (Fernández Batanero, 2013; Vaillant & Marcelo, 2021).

Analysis by subject specialism revealed disciplinary nuances: Science-Technology students emphasized planning and evaluation (C1, C2), while Modern Language students prioritized communication and classroom interaction. This suggests that the MCSE program fosters both subject-specific sensibilities and a common pedagogical foundation (González Sanmamed, 2015).

Competence attribution patterns further reveal students' views of teaching as a broad and multifaceted profession. Although most competences were attributed to teachers, some—especially those related to support and external collaboration (C13, C16)—were occasionally seen as responsibilities of other professionals. This may point to ambiguities around professional boundaries or to curricular areas needing reinforcement, particularly regarding systemic inclusion strategies (Santos-González & Sarceda-Gorgoso, 2017).

Equally significant are the gains in students' self-perceived preparedness. Notably, improvements were strongest in inclusive education and ethics, highlighting the program's effectiveness. The combination of real-world placements, collaborative learning, and reflective assignments likely contributed to these outcomes, aligning

with views of teacher education as a transformative and professionalizing process (Tejada Fernández & Ruiz Bueno, 2013; Escudero Muñoz et al., 2019).

Nonetheless, certain limitations must be acknowledged. The reliance on self-reported data introduces potential bias, and the sample size, while representative, limits generalizability. Future research could use longitudinal methods to examine whether perceived preparedness translates into actual professional performance during early teaching years.

In sum, this study underscores the pivotal role of competences in shaping future teachers' professional identity. It also highlights the importance of aligning legal standards, institutional curricula, and student perspectives to ensure effective teacher preparation. The MCSE program at the University of Deusto demonstrates its ability to foster reflective, competent, and ethically engaged educators able to address the pedagogical, social, and ethical demands of modern education.

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