

GOLDEN COMPETENCES¹

María José Lera

21st October, 2007

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The aims of education

Comenius was, in the seventeenth century, the educator who fought for the right of every child to an education, with his motto “*all children are capable of learning everything in accordance with their characteristics*” (The Great Didactic, 1657 in Piaget, 1993), which made him the pioneer of Inclusive Education and of UNESCO. Locke, in his principles of education, included two dimensions which covered more than simple knowledge: intellectual training – the acquisition of knowledge – and character or personal development (Locke, 1692; Yolton, 1968). This categorisation was then used as children were instructed explicitly in both dimensions, a situation which was brought into question by Rousseau, who drew attention to the implementation of this type of ‘education’ without bearing in mind the characteristics of childhood. He claimed that education, whether referring to instructive education or development of character, could also be carried out taking into account individual development as a human, and that otherwise it would be harmful both to the individual and to society (Rousseau, 1762; Soëtard, 1994a).

Rousseau pointed out the danger but did not come up with any solutions. How to educate while respecting human development was the great challenge undertaken by the great teacher and educational reformer, Pestalozzi (1756-1827) who managed to solve the conundrum by incorporating a new element which brought together the acquisition of knowledge and personal development: the importance of the “educational method” and more specifically, of “*educational activity*” (Pestalozzi, 1801) which resulted in the harmonious development of the children., and their acquiring knowledge. This method was based on observing and acting upon reality from three perspectives: the head, the heart and the hands, or thinking, feeling and acting (Soëtard, 1994b). This principle took shape within the “theory of interest”, and subsequently the educational-instructive method, advocated and practised by such as Froebel and Herbart, spread throughout Europe, along with its variants.

On reading the original works of Pestalozzi, Decroly, Montessori, or Freinet, we discover how they perceived education as the only way to improve development, to maximise its potential, to improve the abilities and capabilities of both boys and girls, and of the human being and humanity in general. These great educators and humanists share the need to bear

¹ Golden5: an educational intervention. Project Funded by the EU, Socrates Programme, Comenius 2.1, 19090- 2004-1-COM-1-2.1. CEE (2004-2007). www.golden5.org

in mind the influence of the environment on development, the need to have means, materials and activities available which are suited to the characteristics, ages and interests of children. Furthermore, they assert that the child can only learn if he or she is interested, and to this end it is necessary to take as a starting point their own particular motivations and interests, and their own freedom of choice, but where this interest is ultimately encouraged and directed by the educator. Learning, meanwhile, is only possible through observation, reflection and practice. Relationships with teachers are particularly important; the role of the educator is fundamental, both as director or guide in the development of the child's intellect and in the development of the personality or character (Lera, 2002, page 43).

These were the bases for the movement known as New School, which advocates knowledge arising from interest, reaching deeper insight by following different paths, and encourages action and activities which put this knowledge into practice. Example, good relationships, confidence and learning from mistakes form the basis of these models which, without becoming widespread, general practice, have lasted until our times. The reason why these models have not been shared to such a great extent are to be found in politics and society, as can be seen by the attention given during the greatest part of the last century to the development of knowledge over the social aspects, and even more so, over the emotional aspects, these being relegated firmly to the background (for more details, see Palacios, 1978).

It would seem that the 21st century has brought a change of heart, that the political moment is favourable to education as the development of the whole person, which in turn requires that these "active methods" be set in motion, to maximise and benefit the development of the individual in each dimension.

Within the educational environment, and picking up on the work of UNESCO, as far back as the 1970s the report "learning to be" was published, which again defended education where the student is an active participant in his or her own development (UNESCO, 1973). In 1996, "treasure lies within education" was published, which again reminds us of the ultimate aim of education as a tool that allows us to fully integrate and be active within our society. It also reminds us of the principles of this education, which is based on four pillars: learning to know, to do, to live together and to be (UNESCO, 1996).

These principles are gradually being set in stone, in the laws protecting minors, the respecting of their rights and in education laws, which all have as their objective the holistic development and training of citizens, contemplating their cognitive, affective, moral, and critical development, and their sense of solidarity.

"Providing all citizens with a high standard of education and training, without this right being limited to certain individuals or certain social sectors, is of utmost importance at this time. Very different countries, with very different political systems and governments of different political inclinations are making this one of their prime objectives. Spain will not in any way constitute an exception to this".
(Ministry of Education and Science, 2006).

The law highlights these as the main aims of education:

- The full development of pupils' personality and skills
- Education in respecting fundamental freedoms and rights, in the equality of rights and opportunities, in tolerance and freedom within the democratic principles of co-existence, as well as in the prevention of conflicts and finding peaceful solutions for the same.
- Education in the responsibility of the individual, and in personal merit and effort, education in peace, respecting human rights, life as part of the community, social cohesion, co-operation and solidarity between peoples, as well as the acquisition of values which favour respect towards all living things and the environment, in particular an awareness of the value of forested areas and sustainable development.
- The development of the pupils' capacity to regulate their own learning, to trust in their own aptitude and knowledge, and to develop creativity, personal initiative and the spirit of enterprise

Perhaps the greatest challenge arising from these admirable educational principles and aims is how to put everything into practice successfully. In other words, how do we ensure that teachers and other educational staff have the competences they need to carry out their work, focusing on these aims?

New competences must be developed by teaching staff.

The teacher's competences

In the business environment and in Human Resources Management, changes have also been proposed; standards and results are of primary concern in order to become competitive companies, and consequently the "competences" of the company's employees are also of importance (Haygroup, 1996).

Here, the competences are those which an employee requires or needs to carry out their job efficiently. The competence model is also applicable across all the subsystems which make up the area of human resources, and can be used to create Human Resources policies, regulations, procedures and techniques.

Studies carried out in the 1980s in the field of Human Resource Management reached the conclusion that the best workers were not necessarily the most intelligent, but those who had specific personal characteristics, such as aptitude and motivation. Goleman's studies on emotional intelligence came to the same conclusions: two thirds of success derives from emotional aptitudes, and only one third from intellectual aptitude.

While carrying out studies on various organisations at worldwide level over a period of some years, HayGroup drew up a list of 20 generic competences which should be taken into account during the selection process, and these have been grouped into six categories: achievement and action, help and service, influence, managerial, cognitive and personal efficiency (see table). Within this report's framework, the concepts of "quality" and "competences" are applied in many areas following criteria which change according to the social needs in question and the profession being analysed.

In this context we should now consider new competences needed by members of the teaching profession in order to meet the demands of this new challenge posed by the 21st century, with more intercultural relationships, more technology and the search for teaching of a high standard. These models of teaching competences have been taken on and, in the educational environment, have been put into practice since the eighties in the USA, the United Kingdom, Canada and Australia, which have created systems to monitor and evaluate professions, based on a series of standards.

In a study carried out recently in Venezuela, discussion groups were set up amongst teachers to define the professional competences of the members of the teaching profession in that country. This study merits interest for being an attempt at observing particular socio-cultural needs (Fernandez, 2005). The competences mentioned are very similar to those proposed by Haygroup as being generic, and cover the six categories quoted by Haygroup.

Categories of competences	HAYGROUP 1996 Competences	VENEZUELA, 2005 Competences
a. Achievement and Action	Motivation from achievement Interest in order and quality Initiative Seeking information	1. Motivation from achievement 4. Agent of change 9. Learner autonomy
b. Help and Service	Interpersonal sensitivity /awareness Orientation towards customer service	3. Social Sensitivity /awareness 2. Learner-centred approach
c. Influence	Impact and influence Organisational knowledge Relationship building	7. Skilled in the use of teaching and learning tools 8. Creates an appropriate working atmosphere
d. Managerial	Development of people People management Teamwork and co-operation Leadership skills	5. Learning as a team
e. Cognitive	Analytical thought Conceptual thought Knowledge and experience	6. Knowledge of subject
f. Personal Efficiency	Self-control Self-confidence Behaviour in the face of failure Commitment to the company	10. Personal qualities: personal control, self-image, attitudes and values

Using different categories and emphasis, with methods of information from experts or the perceptions held by the students themselves, the emergence of more social, interpersonal professional competences is consistent, and, moreover, seems to have greater weight than those perceived as pertaining to knowledge of the subject itself, which further confirms the results of studies carried out in the field of business and management.

Malm (2007) suggests that the competence of the teacher consists of three main components: interpersonal skills, classroom procedures, and knowledge of the subject. The first group includes social competences such as the ability to communicate with the students, a positive outlook, an awareness and understanding of the difficulties of learning, recognition of each student at individual level, or being a person who inspires trust. The second group are teaching abilities, classroom procedures. This implies organising classes and teaching material in an interesting, flexible way, using good teaching methods and approaches. The third group covers knowledge of the subject being taught and the ability to plan and structure content (Malm & Lofgren, 2006). It is taken as given that these three components are inter-related (Logfren, 2005).

In Spain, the competences announced by the Ministry of Education, which are to be developed during training as a teacher of secondary education are as follows (ROYAL DECREE 56/2005, 21st January 2005), and could also be categorised under the headings ‘interpersonal’, ‘didactic’ and ‘knowledge’.

- 1.- Being familiar with the contents of the subject
- 2.- Knowing how to plan, develop and evaluate the teaching-learning process.
- 3.- Defining the curriculum in any given centre

- 4.- Developing and applying teaching methodologies which account for mixed abilities
- 5.- Designing and developing learning spaces which account for mixed abilities, equity, values and good citizenship
- 6.- Knowing how to stimulate effort and encourage the capacity for learner autonomy and learning as part of a team, thus developing the capacity of thought
- 7.- Dealing with the area of social habits and life as part of a community in the classroom
- 8.- Tutorials and advice for students
- 9.- Designing and holding both formal and non-formal activities which help to make the centre a place of participation, integration and culture.

- 10.- Participating in research into and innovation regarding the processes of teaching and learning
- 11.- Being familiar with the system and its directives
- 12.- Being familiar with quality management models
- 13.- Being familiar with and analysing the teaching profession

The first three are related to the subject (1-3), the following six to social and teaching competences (4-9), and the final group of four competences are related to personal-professional development and professional reflection (10-13).

Assuming therefore the theoretical framework of professional competences, and in order to attempt to meet the social and educational challenges currently emerging, we believe that there is now a need for programmes which aid the development of these “interpersonal competences and classroom procedures”, paying particular attention to the management of conflicts and situations in the classroom, and to adapting to different learning needs (Malm & Lofgren, 2006); (Logfren, 2005).

It is in this European context that the proposal for the Golden5 programme (2007) has emerged. This programme aims to facilitate, in particular, the development of those competences which we call psycho-educational, implying those interpersonal skills which improve the quality of educational practices within a framework of attention to mixed abilities, and following principles of inclusion. Following the criteria drawn up by Haygroup, these competences are centred on management, influence and personalised attention. According to the categories devised by Malm, these would be interpersonal competences and classroom procedures.

Returning to the table above and adding different lists proposed by different authors, the relationship between these lists becomes apparent and analysis is made possible, albeit in this case an interpretation which may not be exclusive.

Categories of competences	HAYGROUP 1996 General Professional Competences	VENEZUELA, 2005 General Teaching Competences	MEC, 2006 General Competences for Teachers of Secondary Education	MALM, 2006 Interpersonal Competences (a) and Classroom Procedures (b)	GOLDEN5, 2007 Psycho-educational Competences
a. Achievement and Action	Motivation from achievement Interest in order and quality	1. Motivation from achievement	12.- Familiarity with quality management models		Motivation from achievement
	Initiative	4. Agent of change	10.- Participation in research into and innovation of learning and teaching processes		Starting things off, initiating change
	Seeking information	9. Learner autonomy	13.- Familiarity with and analysis of the teaching profession		Seeking information, participation in the GOLDEN network
b. Help and Service	Interpersonal sensitivity / awareness	3. Social sensitivity / awareness	9.- Designing and carrying out formal and non formal activities which help to make the centre a place for participation, integration and culture	a. the ability to communicate with students	Creating a climate of co-operation between the family and the students to improve academic achievements and increase social inclusion in the classroom
	Orientation towards customer service	2. Learner-centred approach	6.- Knowing how to stimulate effort and encourage learner autonomy and learning as part of a team, developing the ability of thought	a. understanding their difficulties a. recognising each student as an individual	Increasing individual academic achievement of the students, motivation and the gradual increase in academic self-esteem.
c. Influence	Impact and influence		5.- Designing and developing learning spaces which account for mixed abilities, values and good citizenship	a. positive perspective	Creating a social atmosphere in the classroom which ensures learning, concentration, motivation, positive self-esteem and positive relationships.
	Organisational knowledge	7. Skilled in the use of teaching and learning tools	2.- Being capable of planning, developing and evaluating the teaching-learning process	b. Organising and teaching in an interesting, flexible way, using good teaching methods and approaches.	
	Relationship building	8. Creates an appropriate working atmosphere	7.- Familiarity with the processes of interaction and communication in the classroom, and with the social skills and abilities needed to encourage learning and co-existence in the classroom, to deal with discipline problems and to solve conflict		Establishing a solid, positive relationship between teachers and students, based on mutual respect and participation.

d. Managerial	Development of people		4.- Developing and applying teaching methods that meet the needs of mixed abilities	Promoting the students' learning
	People management			Facilitating students' concentration and providing a good working atmosphere.
	Teamwork and co-operation	5. Learning as a team	8.- Tutorials and student advice	Creating pro-social attitudes and working towards building positive values in the classroom.
	Leadership skills			a. Being someone students can trust
e. Cognitive	Analytical thought			
	Conceptual thought		3.- Defining the curriculum in a given centre	More knowledge to be able to interpret situations
	Knowledge and experience		1.- Familiarity with the subject matter 11. Familiarity with the system and its directives	c.- Teaching staff's knowledge More strategies for intervention
f. Personal Efficiency		6. Knowledge of the subject		
	Self-control	10. Personal qualities: personal control, self-image, attitudes and values.		Better feelings
	Self-confidence			More confidence
	Behaviour in the face of failure			More control
	Commitment to the company			

GOLDEN5 Programme: competences and components

After previous experiences in the areas of improving living and working together at school, conflicts, and mediation carried out by the interdisciplinary group who are also the authors of the Golden programme, we proposed a set of competences which, by consensus, we agreed

were relevant to the appropriate development of the role of the teacher, with particular emphasis on the management of relationships and motivating interest, and, in particular, on extreme situations of mixed needs requirements.

The competences that we believe teaching staff should develop in order to be prepared to deal with this diversity belong to the area of psycho-social skills applied to the education environment. That is to say, psycho-educational competences which include interpersonal and didactic competences and are shown in the table above (Malm), and which, as we can see, focus on those competences which are most closely related to management, influence and attention (Haygroup).

Psycho-educational competences:

1. Facilitating students' concentration and providing a good working atmosphere in the classroom
2. Promoting learning in the students
3. Creating pro-social activities and working on the building of positive values in the classroom.
4. Establishing a good, solid relationship between the teachers and students, based on mutual respect and participation.
5. Creating a social atmosphere in class which ensures learning, concentration, motivation, positive self-esteem and positive relationships.
6. Increasing students' individual academic achievement, motivation and the gradual increase in academic self-esteem.
7. Creating a climate of co-operation between the family and the students in order to improve academic achievement and increase social inclusion in class

This research, in turn, demonstrates clearly that all the competences are inter-related and work as an interconnected whole. The development of one competence facilitates that of another. This further implies that the other competences related to achievement and action, cognitive processes and personal efficiency will also be stimulated by the different elements of the programme.

The GOLDEN5 programme is made up of 5 components which provide an itinerary allowing for the development of all the competences mentioned above.

1. The Golden Principle

The Golden Competences share one common principle which predisposes the subject to act in a particular way. This common principle is, for us, the “positive approach”, and we have named it the “Golden principle”. It is based on the idea that everything has a positive side which should be

brought out and highlighted, both in one's teaching and oneself. This principle coincides with the group of competences which Haygroup name Motivation and Achievement, and the individual can use it to give momentum to the others and, thereby, act and be more motivated.

This principle takes on even more importance when it becomes explicit, in particular when its potential is developed in a group. In this case, the theories of social attribution and the effect of an audience explain the multiplying effect perceived as "golden". That is to say, it arises from the importance of adopting a positive approach towards the pupils due to the implications of this in their personal development, and because of the effectiveness of this perspective when carried out as a group, and the classroom constitutes a social group. From this theoretical perspective, an attempt is made to create optimum expectations in pupils, even bearing in mind the mixed abilities and individuals within the group.

2. The Golden Areas

In order to develop these competences, they must be applied to real classroom situations, where the teacher is required to take on a particular role. Consequently, we have selected **five areas** or scenarios which are part of the reality of the classroom so that the competences may be developed in these contexts. These areas are: classroom management, relationships, the social climate, personalised learning, and the relationship between the family and the school. These, in turn, are related to the groups of competences proposed by Haygroup, whereby 'classroom management' corresponds to 'managerial', 'forming relationships' and 'social climate' correspond to 'influence', and 'personalised learning' and 'family-school relationships' to 'Attention and help'.

3. Key steps

In order to facilitate this process of development of competences, there is a set of **"key steps"** provided for each area. These key steps are tips, strategies and activities which allow for the competences to be consciously put into practice, thus facilitating the acquisition and development of skills, while increasing the level of competence when executing these skills.

These key steps are "steps" because they support and aid an activity, an attitude or specific strategy which is then to be put into practice in the classroom. They are also "key" because each one has a name that defines it. The act of naming modes of behaviour which we automatically adopt in the classroom supposes the first act of focusing attention and becoming aware of them. Naming the key steps allows us to be clear about what we are referring to, the name is shared and reminds us of a specific principle, and it allows us to work on them symbolically as we are aware of their existence. This strategy also allows for both reflection regarding putting the steps into practice, and observation leading to self-improvement.

4. Implementation

The application of these key steps is carried out following a **process of implementation**, which calls for an initial self-evaluation, a strategy for application in the classroom which guarantees the principles of inclusion, and a monitoring process aided by the on-line resources available at the web-site. This on-line monitoring process motivates teachers, reinforces their use of ICT and helps build relationships between teachers from different schools and countries. The use of the resources is mentored and supported by trainers, who introduce the areas one by one. Putting the key steps into practice increases levels of motivation through achievement, taking initiative and seeking information.

5. Results

The implementation process allows registers and data to be collected regarding the process, and stimulates the group sessions held to reflect on the practical application. This data is shared via the web. Reflecting on their results makes the participants feel better, with greater self-control, a greater sense of achievement, and a clearer idea of how to act, should the situation arise. These are personal efficiency competences which are strongly benefited by following the process.

THE GOLDEN PROGRAMME'S 5 COMPONENTS				
www.golden5.org				
1.- GOLDEN PRINCIPLE	2. GOLDEN AREAS	3. KEY STEPS	4. IMPLEMENTATION OF PROGRAMME	5.- RESULTS
Competences	Competences	Skills	Competences	Competences

<p><u>Achievement and action</u></p> <p>-Motivation through achievement</p> <p><u>Cognitive</u></p> <p>- Knowledge and experience</p>	<p><u>Managerial (Classroom management)</u></p> <p>1. Facilitating students' concentration and providing a positive working atmosphere</p> <p>2. Promoting the students' learning</p> <p>3. Creating pro-social attitudes and working on the building of positive values in the classroom.</p> <p><u>Influence (building relationships)</u></p> <p>4.- Establishing a positive, solid relationship between teachers and students, based on mutual respect and participation.</p> <p><u>Influence (social climate)</u></p> <p>5.- Creating a social atmosphere in the classroom which ensures learning, concentration, motivation, positive self-esteem and positive relationships</p> <p><u>Attention and help (personalised learning)</u></p> <p>6. Increasing students' individual academic achievement, motivation and a gradual increase in academic self-esteem.</p>	<p>A. Coping with various things at the same time.</p> <p>B. Knowing what is happening in the classroom and showing the class that you are interested.</p> <p>C. Being able to communicate with students and with the whole class in order to be able to explain you reactions towards them comprehensibly and reasonably.</p> <p>D. Being aware of the social life and social structures between classmates (who is the leader, who is the popular one, who is the loner etc.).</p> <p>A. Looking for and recognising the student's qualities.</p> <p>B. Being there with students; for instance, being with the students and spending the time alongside them.</p> <p>C. Having an interest in each student's world</p> <p>D. Cultural Aptitudes: how is this child's development progressing, with regard to the contexts of generation, the place, the time, their family and the particular class..</p> <p>A. Being able to solve problems together.</p> <p>B. Skills of co-operation</p> <p>C. Positive identity within the class (of the group-class)</p> <p>D. Skills of innovation and improvisation</p> <p>A. A safe environment where errors are accepted.</p> <p>B. Good inter-student relationships.</p> <p>C. Strengthening and enriching aptitudes for dealing with mixed abilities.</p> <p>D. Systematic education through planning and using didactic models for relationships.</p> <p>E. Promoting motivation for each students' learning.</p> <p>F. Promoting the students' own influence over</p>	<p><u>Achievement and action</u></p> <p>- Motivation through achievement</p> <p>-Interest in order and quality</p> <p>-Initiative</p> <p>-Seeking information</p> <p><u>Cognitive</u></p> <p>- Knowledge and experience</p>	<p><u>Personal efficiency</u></p> <p>-Self-control</p> <p>-Self-confidence</p> <p>- Behaviour in the face of failure</p> <p>-Commitment to the company</p>
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	<p>Attention and help (family – school relationship)</p> <p>7. Creating a climate of co-operation between the family and the students to improve academic achievement and increase social inclusion in class</p>	<p>their learning processes.</p> <p>A. Mutual respect and understanding.</p>	
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During the implementation process, taking into account the fact that the tools are provided on the web-site, other professional teaching competences related to achievement, knowledge and personal efficiency are worked on and stimulated, namely: participating in research and innovation in teaching and learning processes, encouraging learner autonomy, the use of ICT, and teamwork, all of which are personal competences closely related to personal development, reflection and the competence of continuing to learn through one's life, which is also included in the aims laid out by UNESCO (1996).

Bearing the entire process in mind, the implementation of the GOLDEN5 programme will maximise the potential development of all the competences described by Haygroup, as well as the majority of those drawn up by the Ministry of Education in Spain. By including the Golden principle, motivation through achievement is stimulated, as are teamwork, reflection on the part of the teachers participating, and the putting into practice of specific strategies which facilitate evaluation of the work done. These are all key aspects in the development of personal efficiency and cognitive competences.

The following table shows the competences which are stimulated by the Golden5 Programme.

Groups of competences	HAYGROUP 1996 Competences	GOLDEN5, 2007 www.golden5.org GOLDEN5 PROGRAMME COMPONENTS	GOLDEN5, 2007 Competences
a. Achievement and Action	Motivation through achievement Interest in order and quality Initiative Seeking information	1. GOLDEN PRINCIPLE 3. KEY STEPS	Motivation through achievement * Putting into practice, initiating change* Seeking information, participation in the GOLDEN network *
b. Help and Service	Interpersonal sensitivity / awareness	2. Golden area FAMILY-SCHOOL RELATIONSHIP	7. Creating a climate of co-operation between the family and the students to improve academic achievements and increase social inclusion in class
c. Influence	Orientation towards customer service Impact and influence Organisational knowledge	2. Golden area PERSONALISED LEARNING 2. Golden area SOCIAL CLIMATE	6. Increasing students' individual academic achievement, motivation and a gradual increase in academic self-esteem. 5. Creating a social atmosphere in class which ensures learning, concentration, motivation, positive self-esteem and positive relationships
d. Managerial	Building relationships Development of people People	2. Golden Area BUILDING RELATIONSHIPS Golden area 1. CLASSROOM MANAGEMENT	4.- Establishing a positive, solid relationship between teachers and students, based on mutual respect and participation. 2. Promoting students' learning 1. Facilitating students' concentration and

	management		providing a good working atmosphere in the class.
	Teamwork and co-operation		3. Creating pro-social attitudes and working on the building of positive values in class.
	Leadership skills		
e. Cognitive	Analytical thought	4. IMPLEMENTATION	
	Conceptual thought	training	More knowledge to be able to interpret situations*
	Knowledge and experience	self-evaluation	More strategies for intervention*
		reflection	
		putting into practice	
		Web resources	
f. Personal efficiency	Self-control	5. ANALYSIS OF RESULTS	Better feelings *
	Self-confidence	Feeling of competence	More confidence*
	Behaviour in the face of failure	and of having resources	More control*
	Commitment to the company	with which to act	

The implementation of this programme has been assessed in various European countries and the results indicate positive evaluation from teachers. Also positive are the impact on students and external evaluation; the results can be visited on-line.

The conclusions of the report carried out based on the evaluation of 46 teachers indicates that comments made by teachers are in the same line: they all feel better, and their students do too. The aspects indicated* in the table above are comments which have been made repeatedly in the evaluation, and which have been noted. The methodology proposed by the Golden programme has been deemed valid by teachers and they recognise the fact that their teaching practices have improved. All data, whether qualitative or quantitative points to the same conclusion: teachers feel better, observe change in their classes and their level of satisfaction is high. They feel they have more strategies to intervene, more confidence, and they are more motivated. The results are visible in the classroom.

It can be said that they are developing skills which make them feel more competent in class, and that in particular they have improved the interpersonal competences and classroom procedures, while also heightening their personal efficiency on applying the programme and observing the differences.

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