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In a world that is constantly changing and necessitates new skills tailored to the demands of a globalized environment, education is one of the most important keys to navigating it. As society progresses, individuals need to continuously learn and adapt. Education not only provides the necessary professional and academic skills but also fosters life-long abilities in every context. Based on these principles, we determine that teachers are one of the major factors in the success of education. Therefore, their expertise must be evaluated and permanently improved. This is where the model's significance comes into play, as it establishes an original, innovative, and complete approach to teachers' qualification by proposing a total of 20 competences contextualized in nine different scenarios that frame teachers' educational activity. Nevertheless, Key competences are not a new concept; they have been resonating since the European Union defined them as a group of knowledge, skills, and attitudes needed by all for personal fulfillment and development, employability, social inclusion, and active citizenship in the Council Recommendation of December 18, 2006. In light of this, we can say that competence is more than simply knowing how to do something; rather, it is the ability to do it successfully as a result of other skills, support, and, obviously, knowledge.

Additionally, life-long learning is a term that alludes to the process of acquiring and expanding knowledge, skills, and dispositions throughout one's life to foster well-being (Laal & Salamati, 2012). This is a truly open concept that can happen in all educational contexts, from formal ones through specialization and updating courses to informal ones in our everyday life experiences. So, life-long learning is a crucial aspect of personal and professional growth and a continuous journey that requires dedication, perseverance, and a willingness to learn from ourselves, others, and our experiences.

Given this, we can find a suitable intersection between competence-based learning and lifelong learning that gives us the best of both, as the 9:20 Model does. In this way, a suggestion is made for enhancing teachers' competences throughout their entire professional lives and in accordance with the various settings in which they carry out their teaching activities.

This book is far from deceiving anyone, thanks to an admirable and professional team with a long track record in the field of education and research. First, Javier Manuel Valle López, a specialist in Supranational Education and, more specifically, with extensive experience in the educational policy of the European Union. He is a Doctor in Educational Sciences, with

the Extraordinary Doctorate Award and the First National Award for Doctoral Theses in Comparative Education "Pedro Rosello", granted by the Spanish Society of Comparative Education. Also, professor at the UAM. Director of the Recognized Research Group of the UAM on "Supranational Educational Policies" (GIPES), in the framework of which he coordinates several competitive research projects. External advisor to EURYDICE. Member of TEAM-EUROPE, European Commission and the European Parliament. Member of the Spanish Society of Comparative Education and the Comparative Education Society in Europe.

Jesús Manso Ayuso, Professor in the Department of Pedagogy at the Universidad Autónoma de Madrid (UAM) and current dean of the Education Faculty. Ph.D. in Education (European Mention) by the UAM (Pedro Roselló National Award of the Spanish Society of Comparative Education - Aid for University Teacher Training (FPU) of the Ministry of Education).

He has released more with more than 50 publications in scientific journals, books, international congresses, competitive research projects, etc. He has also worked and researched in other universities around the world, such as Uruguay or Brazil. Also member of the Research Group on Supranational Educational Policies at UAM.

Last but not least, Lucía Sánchez-Tarazaga, she is a Professor in the Department of Pedagogy and Didactics of Social Sciences, Language and Literature at the Universitat Jaume I. She holds a PhD in Education by the same university. The development of her thesis, which was centered on teacher competences from an empirical perspective, was when she first became involved with the topic of the book. Since then, her research has been closely related to a variety of subjects, including the use of professional competency frameworks and teacher professional development. To address this issue, all of this has been implemented in several entities. For instance, she has collaborated with schools and educational institutions in the development of competency frameworks to guide teacher training, selection and entry into the teaching profession. She is also a member of the Research groups Innovation, Development, and Assessment of Competences in Education (IDOCE) and Supranational Educational Policies (GIPES).

In this way, we see the authors' strong connection and commitment to educational competences and supranational educational policy through their actions and research in these fields, implying that the book is built on very solid conceptual foundations via the structure discussed below.

The book is divided into three distinct sections. The first one provides context and takes a more theoretical but equally interesting approach. Likewise, this part is composed of two chapters. In the first one, the authors emphasize the crucial role of teachers in education through a deep analysis of the present international situation and how their professional development affects their performance. While the second chapter revolves around professional teaching competences and their frameworks. This section provides accessible information, as it is so developed that it can be understood by anyone, regardless of subject matter expertise. Nonetheless, it is a very significant analysis with a lot of valuable

information from international, reliable, and diverse sources and international organizations such as the European Union, UNESCO, OECD, OEI, and the McKinsey Report, which readers of this magazine may find this very interesting, as well as it gives consistency to the text, enriches it, serving as a context and introduction to the second part.

It is in this second part that we can find the 9:20 Model proposal itself. It begins by introducing the process of its design, creation, and testing, along with a definition of them, so that educators can continue developing the twenty professional teaching competences framed in the nine educational action scenarios that are proposed. Even though the book presents an in-depth development of each one, which allows to understand, evaluate and develop them more effectively, the following table summarizes them all to provide a general overview:

| 9 SCENARIOS | 20 INDIVIDUAL COMPETENCES |
|----------------------------|--|
| S.1.- <i>With myself</i> | C.1.-Personal/professional ethical commitment |
| S.2.- <i>Knowledge</i> | C.2.-Mastery of the knowledge of my discipline(s). |
| | C.3.- Mastery of pedagogical knowledge. |
| | C.4.-Updating and lifelong learning. |
| S.3.- <i>Virtual space</i> | C.5.-Technological use |
| S.4.- <i>Classroom</i> | C.6.-Teaching planning (design, scheduling) |
| | C.7.-Learning experiences management |
| | C.8.-Assessment of student progress (evaluation and grading) |
| | C.9.-Care for the classroom climate |
| | C.10.-Coaching (tutoring and orientation) |
| | C.11.-Diversity inclusion |
| S.5.- <i>School</i> | C.12.-Teamwork |
| | C.13.-Pedagogical Leadership |
| | C.14.-Institutional Involvement |

| | |
|---|-------------------------------------|
| | C.15.-Interpersonal relationship |
| | C.16.-Educational optimization |
| S.6.- <i>Family</i> | C.17.-Family relationship |
| S.7.- <i>Nearby context of the center</i> | C.18.-Contextual integration |
| S.8.- <i>Educational administration</i> | C.19.-Administrative responsibility |
| S.9.- <i>Society</i> | C.20.-Social involvement |

Finally, it concludes by relating the Model contributions from Lifelong Teacher Education. In order to do this, it discusses initial teaching training, access to the teaching profession, permanent instruction, and professional development, offering fresh and enlightening proposals for all of these processes. The book's structure ensures the ideal harmony between a sound theoretical ground and a creative, all-encompassing, and reliable practice.

Despite all of these contributions, there may be some flaws that could endanger the Model's implementation; as a result, we need to be aware of them. We must take into account some immobilized tendencies in the system that could object to the enforcement of the program, citing reasons such as the effort required to develop and work on all of these competences. This might be related to the lack of motivation that some teachers suffer due to different reasons, like low salaries or low recognition of their work. That makes them lose interest in further learning, causing them not to consider proposals such as this one. Developing all these competences requires specific, continuous, and high-quality training to ensure that they are actually being developed and that the teacher is updated on each of them so that he or she can properly put them into practice in an autonomous and effective way, which can be a difficulty due to the effort, planning, and budgets that this could entail. Notwithstanding this, something remarkable about this book is that it allows us to assess all these risks and thus know how to act against them, which may even open new paths and lines of research and action that promote progress.

Without a doubt, the book provides a thoroughly comprehensive and illuminating view of the current state of education, which enables the model to be modified to meet its needs and remain relevant. This encompasses a variety of approaches to the teaching profession, from collaboration to internationalization, all of which are based on the principles of renowned international organizations like the EU. In addition to the concepts taken from the outside documents it considers, the book also offers some of its own genuinely illuminating reflections.

The 9:20 model is not a vertical proposal designed from an office or a laboratory to be implemented in schools but rather is based on real school contexts, in this case in Extremadura, allowing it to analyze the real needs in the training of teaching competences, resulting in a coherent proposal that adapts to the same demands. In this way, it has acquired

a participatory character, in which many members of the educational community have been able to contribute their views, considering the school as a whole as a holistic element beyond the individuality of the classroom. As the authors refer If competence is a performance and performance is exercised in the context of reality, competence must be defined in scenarios. This is one of the most novel and original aspects of the model they propose: the definition of the professional teaching profile from an exhaustive concretion of the map of scenarios where the teacher's functions take place (Valle et al, 2023). All of this has contributed to the 9:20 Model becoming an innovative and revealing instrument designed to respond to the demands of teacher competency training and, as a result, to promote improvements in the education system as a whole, because the better the teacher development, the better the educational results.

This was made possible by the research-reflection-action methodology, which allowed for an in-depth understanding of the situation as well as the ability to critically reflect on it so that they could develop a model proposal that is both pertinent and comprehensive, which is praxis-oriented and not based on theoretical guidelines, but on a real improvement model. All of this is achieved under the highest standards of reliability by subjecting the results obtained in the research phase to numerous and sophisticated tests that guarantee their reliability. Hence, not only is the achievement a novelty, but the way in which it has been reached is also a true process of innovation (Valle et. al, 2023).

To conclude, it is worth mentioning and highlighting certain aspects. In the first place, the 9:20 Model is a flexible initiative, that can be replicated in numerous educational international contexts, regardless of external factors, which allows teachers to assess their level of competence in numerous features in a holistic and interrelated way, allowing them to work on them and improve them, to boost the quality of their teaching activity. Furthermore, it is a model that is presented for constant revision and expansion as new needs arise in the educational system and learning scenarios to adequately address them. As a result, it provides strongly contextualized action and professionalization guides, as it is located in the nine previously mentioned action scenarios, which represent a genuine opportunity to improve teaching competences. Therefore, it is highly recommended and interesting to know them, involve them, and put them into practice in the educational initiatives of all schools worldwide.

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