

LEARNING



QUICK GUIDE



THE REFORM OF THE **EDUCATION SYSTEM**

GRUPO **ANAYA**

 **Pearson**



The passing of the *Organic Law 3/2020, 29 December*, which modifies the *Organic Law 2/2006, 3 May, in Education*, puts in place a process of reform of the Educational System (non-university) over three years, to conclude in the academic year 2023-2024 and will include important changes to the current law.

THE REFORM OF THE EDUCATION SYSTEM

The ultimate purpose of the Law is to lay the foundations which will allow us to address the considerable challenges facing Education and achieve the ambitious goals set out for the coming years. For this, the Law builds on the progress that the Education System has made over recent decades. The Law incorporates all structural and supplementary aspects which have been found to be relevant and effective and proposes changes to those which required revision (LOMLOE, 2020)



The Ministry would like to remind everyone that for all of these changes to be effective, it will require the commitment and collaboration of educators as recognized by the law itself:

Ultimately, The Law draws on the conviction that educational reforms must be continuous and progressive and that the role of legislators and those responsible for education is nothing less than enabling the continuous and progressive improvement that citizens receive (LOMLOE, 2020)

QUICK GUIDE TO LOMLOE

The **most relevant changes** in this reform, which those involved in education should be aware of and have a firm understanding of, given that the changes will affect their work, are the following, according to the MEFP (Ministry of Education and Vocational Training):

1

FIVE FOCUSES

The new Law is the result of a fresh look into the current state of education which brings together five areas:

Children's rights

Gender equality

Continuous improvement of educational centres and attention to educational needs

Sustainable development

New digital environments

2

THE STRUCTURE OF THE CURRICULUM

The new school curriculum for compulsory education will be structured towards facilitating the development of a more inclusive education which guarantees an adequate level of mastery in key competences by all students. In line with this perspective, the different areas of the curriculum will be organised more flexibly and may be grouped into fields and developed using projects.



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4

THE PRINCIPLES OF INCLUSION

The law reinforces and broadens the attention to students' educational needs, encouraging early detection of learning difficulties and promoting the overcoming of all barriers that could limit students' right to education. Organisation, methodological and curricular measures will be adopted in accordance with Universal Design for Learning (UDL) principles.

3

MORE FREEDOM FOR CENTRES

Educational centres will have more freedom to define their own Educational Project which will have a competence-based focus and incorporate values and actions related to sustainability.

The Public Administration will establish the percentage of the school timetable exclusive to the centres themselves.

5

COLLABORATIVE MANAGEMENT OF EDUCATIONAL CENTRES

Strengthened participation of the whole educational community in the administration and management of educational centres.

Increased decision-making capacity for the School Board (Consejo Escolar) which will also have a say in the renewal and appointment of the school leadership team.

6

THE EDUCATIONAL STAGES

The Law incorporates significant changes in how the Educational Stages are organised.

Primary Education recovers its organisation by cycles and gains a new subject on civic values and ethics.

Compulsory Secondary Education (ESO) incorporates Curricular Diversification Programmes and a new subject on civic values and ethics.

Creation of a new **Upper-Secondary** (Bachillerato) pathway, 'General Upper-Secondary' in addition to the three existing pathways.

New Vocational Training diplomas will be created.

7

DIFFERENT ROUTES, ONE GOAL

At the end of their compulsory education all students, regardless of the formative route they have taken, will receive the same qualification that accredits them to continue their learning journey.

Students who do not obtain the qualification will receive an official certificate which will be taken into account for the accreditation of the competences they have acquired and for their future academic and professional lives.



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