

LANGUAGE ASSISTANTS GUIDE

LANGUAGE ASSISTANTS IN SPAIN 2022/2023

European Residents in Cáceres



JUNTA DE EXTREMADURA

Consejería de Educación y Empleo

The Language Assistants program began in 1936 with the exchange of language assistants between the United Kingdom and Spain.

This program seeks to improve the quality of foreign language education in Spain through the integration of native speakers into the classroom to promote students' understanding of both the language and culture of the foreign country.

Another aim of the program is to facilitate the learning of our own language and culture among those who come to Spain as language assistants, thus contributing to their professional development and to the spreading of the Spanish language.

Currently, language assistants are exchanged yearly with Australia, Austria, Belgium, Brazil, Bulgaria, Canada, China, countries of Oceania (Fiji, Solomon Islands, Tonga and Vanuatu), Denmark, Finland, France, Germany, Hungary, India, Ireland, Italy, Luxembourg, Malta, Morocco, the Netherlands, New Zealand, Norway, the Philippines, Poland, Portugal, Russia, Singapore, Sweden, Switzerland, Tunisia, the United Kingdom, and the United States of America.

Under the supervision of the full-time teacher, the language assistants help students in Spanish public schools to improve their oral proficiency in the target language.

We hope that participating in this program will be a positive experience that will facilitate both professional development through your work and personal growth through your experience here in Spain.

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INTRODUCTION

The ability to communicate in one or more foreign languages is a modern necessity. For this reason, the Ministry of Education and Vocational Training and the local educational administrations have dedicated an increased effort to improve the teaching of foreign languages. As part of this improvement, these institutions recognize the invaluable role of language assistants in the process of foreign language learning because they awaken students' curiosity and motivate them to study the language. The language assistant serves as a model for the use of language in communicative situations and provides a firsthand new perspective of culture and modern life in his or her country.

Moreover, due to the fact that language assistants are in the process of learning the Spanish language and culture, it also grants an opportunity to live a formative and professional experience. This will allow them to acquire a deeper knowledge of Spain, its society, and its education system.

With the goal of familiarizing the language assistants with their tasks and making this experience a positive one for all the parties involved, the Ministry of Education and Vocational Training provides this comprehensive guide in order to **give information concerning the procedures before starting** and to **introduce the Spanish education system as well as the functions and duties of a language assistant**.

I. NECESSARY PROCEDURES TO BEGIN THE PROGRAM

A. PREPARATIONS BEFORE ARRIVING IN SPAIN.

During the months of June and July, the language assistant will receive a Letter of Appointment. **The Letter of Appointment is an official document of the assignment for the position of language assistant in Spain**, and it is essential in order to be able to complete basic paperwork, such as applying for a visa, opening a bank account, or managing a rental agreement. Please bear in mind that you will need to apply for a visa. You will find all the information related to this process in the Department of Education or the institution in charge of your selection as a language assistant.

The first step to take once the Appointment Letter is received is to **get in touch with the assigned school/s and/or contact person. It is important to know that most schools are closed during the month of August.**

Questions that might be useful to ask to the assigned school/mentor:

- ✓ Mentor teacher contact information.
- ✓ When to arrive, where to go and who to look for.
- ✓ Means of transport for arriving at your school.
- ✓ School calendar.
- ✓ Age of the students you will be with.
- ✓ Number of teachers who teach the target language.
- ✓ If possible, the names and contact information of previous language assistants. It might be useful to get firsthand information about their experiences at the same location, the teaching methodology, housing, etc.
- ✓ What authentic materials can be brought to the classroom.

IMPORTANT: DOCUMENTS TO BRING TO SPAIN

- Letter of appointment.
- Other documents sent by the Ministry or from the Department of Education from the assigned Autonomous region.
- Passport
- Criminal Background Certificate.
- European Health Insurance Card (EHIC)
- Student ID card, if applicable.
- Credit card, to make payments easier. You should have at least 1800€ available to cover your initial costs. The first month's stipend might be delayed several weeks due to some lengthy procedures for opening a bank account, bureaucratic issues, and/or complex initial procedures and paperwork.
- Authentic materials to use in the classroom, such as family photos, tourist maps and brochures, menus, recipes, coins and bills from your county (if you are not from the Eurozone), newspapers, magazines and audio-visual materials.

B. CRIMINAL BACKGROUND CHECK

According to Article 13.5 of Organic Law 1/1996, of 15 January, on the Legal Protection of Minors and the Instruction 1/2016, of 14 March, from the General Secretary and the General Secretary of Education of the Department of Education and Employment of the Junta de Extremadura,

The language assistants must send a certificate to auxiliarconversacion@juntaex.es and bring it to present on the first day at school. This certificate is issued by the central registry for sex offenders or by the criminal record office of the language assistant's country, verifying that the assistant has not been convicted by final judgement for any crime against sexual freedom and indemnity. The assistant will have to contact the educational authorities that have selected him **to verify the type of certificate that will be necessary.** This document must be presented, translated and legalized in accordance with existing international conventions.

* Translator 's note: the Spanish phrase for this is "certificado de penales" or "certificado de antecedentes penales". Depending on your country and state, there are various certificates with differing names that may qualify for this: Police Clearance Certificate, Certificate of Good Conduct, Certificate of Sexual Offenses, etc.

C. COMMUNITY GROUP

The foreign language assistants are divided into two groups, depending on the organization funding the participation: ministry group and community group. In this case, you belong to the **COMMUNITY GROUP** ("*Cupo de la Comunidad de Extremadura*"). So, you will receive your monthly stipend through bank transfer to the Spanish bank account directly from Junta de Extremadura. Likewise, the Junta de Extremadura contracts a health insurance for each of the assistants.

D. PROCEDURES ONCE IN SPAIN

When you arrive in Extremadura you will have to apply for your European Union Citizen Residence Card with the help of the mentor of the schools you have been assigned to.

Next we will explain step by step the procedures that you must carry out to legalize your situation in Spain to receive monthly payments from the Junta de Extremadura.

The schools receiving language assistants have been instructed to help you with any questions related to the procedures set forth in this chapter of the guide.

| Place | Procedure | Documents you need to take with you |
|---|--|---|
| TOWNHALL | Registration of Residency | <ul style="list-style-type: none"> ✓ Passport ✓ Rental contract. |
| <p>POLICE</p> <p>Request an appointment with the Police Office at Cáceres calling:</p> <p>927626525</p> | European Union Citizen Residence Card application | <ul style="list-style-type: none"> ✓ Registration of residency . ✓ Scanned passport with Spain entrance Stamp ✓ Appointment Letter. ✓ Ex-18 Form ✓ Bank fee 790 Código 012 ✓ 1 carnet seized photo. |
| BANK | Open a bank account Apply for “Alta a Terceros” | <ul style="list-style-type: none"> ✓ Receipt from your European Union Citizen Residence Card application (Where the NIE number appear) ✓ Passport ✓ Appointment letter |
| <p>In this link you have access to all the information and the official documents that you can download</p> <p style="text-align: center;">DOWNLOAD DOCUMENTS</p> | | |

| |
|---|
| CÁCERES POLICE OFFICE |
| Av. Pierre de Coubertin 13, Cáceres. 927626525 |

E. HEALTH INSURANCE

All language assistants have the right to healthcare during their stay in Spain. Healthcare for language assistants with an European Health Insurance Card is provided by Spanish Social Security. The assistant must request the European Health Insurance Card (EHIC/TSE) in his country before coming to Spain.

All language assistants will receive the same coverage as Spanish citizens, which includes any immediate medical attention that they may need during their stay in Spain.

How to receive medical assistance: If medical care is needed, you should go to a local health center (registration could be required) or to the Emergency Room of a public hospital. If your health is in such a state that you cannot travel to a medical center, you may request home health care by calling your medical center or by calling 112, (Spanish emergency phone number). Once your primary care physician feels that further investigation of your clinical status is appropriate, you will be referred to a specialist within the public health insurance network.

Medication The primary care physician or specialist will prescribe the medication that he or she considers necessary using the official prescription form. Medication can be bought at any pharmacy by presenting the prescription and paying the corresponding fee.

ACCIDENT, REPATRIATION AND CIVIL LIABILITY INSURANCE. The Junta de Extremadura has contracted an insurance policy with a private company that includes coverage for all language assistants in the event of an accident, repatriation and civil liability during the validity of this program.

II. DUTIES OF A LANGUAGE ASSISTANT

The language assistants are part of an international educational cooperation program and act as “**cultural ambassadors**” for their country of origin; In this way, this position entails certain responsibilities towards the school in which the language assistant will collaborate. It is important that your professional behavior makes a positive impact on both teachers and students. The exchange of language assistants serves a cultural purpose; for this reason, **no employment relationship is established between the language assistant and the school. This means that the language assistants will not be required to pay social security.**

A. ACADEMIC CALENDAR, SCHEDULE AND ORGANIZATION

The program begins **on October 1st and ends on May 31st**. The language assistant will normally collaborate sixteen hours a week and have the same school holidays as the school’s teachers.

IMPORTANT: the day you begin your tasks, the Principal of your school should inform the Junta de Extremadura and fill out a form (“*Anexo I: Hoja de incorporación*”) applying this document at the Rayuela platform. This document is required to activate the payment of your stipend; for this reason, we recommend that you remind your school as soon as you arrive there.

The language assistant will be part of the school’s Language Department. This Department will provide information about the teaching schedule and the learning objectives. Likewise, it will report on the use of spaces, facilities, material, and equipment assigned to the department. The Head of the Department will oversee the supervision of the activities that other teachers entrust to the assistant. The school Headmaster / Headmistress will register the language assistant on the Educational Platform “Rayuela” and they will give the language assistants the credentials to access it.

It is essential that **you follow the set schedule and it is important that you justify your absences**, if there should be any, so that your stay with the school is satisfactory to the entire school community. The school Management Team will be responsible for the preparation of the assistant’s schedule and for its observance. Any absence must be notified to the mentor teacher (“*tutor*”), curriculum director (“*jefe de estudios*”), or principal of your school as soon as possible. The school management team will inform the Junta de Extremadura of unexcused absences or repeated tardiness. In the case of justified absences, the school will decide how to make up for the missing days according to their needs. If the absences are not justified, the school will inform the Junta de Extremadura to proceed with the non-payment of those days from the monthly stipend.

Holidays and Permits

Language assistants will enjoy the holidays listed in the school calendar. If a leave of absence for personal reasons is needed it must be requested to the school Management Team. A schedule to make up the missed classes will have to be set up.

In case of absence due to illness, it is necessary to follow the procedure indicated by the school and present a valid medical proof. In case of a prolonged illness, assistants will continue to receive the monthly stipend as long as they remain in Spain and are able to resume their duties within one month. If the assistant should return to the country of origin, the absences will be deducted from the monthly stipend.

Monthly Stipend

The monthly stipend as compensation for living costs is 935 euros for a sixteen hours week schedule. Payments for each month will be made in approximately the first fifteen days of the following month. It is possible that the first deposit will be somewhat delayed because of the initial procedures; in that case, you would receive the payment in the third or the last week of November.

Withdrawal and Dismissal

In case of withdrawal before the end of the stay (on May 31st), the assistant must immediately notify it to the school Management Team and by email to the address auxiliarconversacion@juntaex.es, indicating the exact date of termination.

The End of the School Year.

Before the school year ends, an online questionnaire about the language assistant 's duties will be sent to the school. The school will complete an online questionnaire on the tasks of the assistant and their achievement during the school year. Likewise, the language assistants will complete an online questionnaire on their schools.

Renewals

Renewal is NOT automatic. The Language Assistant Program favors mobility and new applications. Renewal criteria vary according to the applicant's country of origin; thus, renewal cannot be guaranteed for all candidates.

Information providing detailed instructions about the renewal process according to nationalities can be found on the [program website: Auxiliares de conversación extranjeros en España \(Convocatoria 2022-2023\) | Ministerio de Educación y Formación Profesional \(educacionyfp.gob.es\)](https://www.educacionyfp.gob.es/programa/auxiliares-de-conversacion-extranjeros-en-espana-convocatoria-2022-2023)

B. LANGUAGE ASSISTANT DUTIES

Language assistants are normally recent college graduates or college students in their last year who cannot be attributed the responsibilities of the teacher and CANNOT teach alone. Thus, language assistants **are only to help the classroom teacher**, and their efforts are aimed to strengthen the oral skills of the students.

Those language assistants assigned to **Official Language Schools** can work on tasks with small groups of students, under the coordination of the corresponding department. Once the language assistants are comfortable with the school and the way classes are run, they may, if agreed with the teachers, teach a part of the class without help.

Also, language assistants at Official Language Schools can conduct oral exams preparation while the teacher conducts other regular exams in the classroom, always under the supervision of the corresponding department.

Assistants must have a **mentor teacher** (“*tutor*”) to guide their work and offer them professional and personal help (housing search, obtaining a TIE, opening a bank account, etc.).

It is essential that assistants always communicate in their own language, avoiding the use of student's native language, except when necessary. **Language assistants may perform the following tasks** under the coordination and supervision of the classroom teacher:

- ★ Conversation practice by topic.
- ★ Presenting the culture of the assistant's country.
- ★ Creating materials to facilitate students learning as directed by the teachers.
- ★ Making recordings in the target language for language teachers to use as an example of a native speaking in their language.
- ★ Contributing to the training of the teaching staff, if they are available within their hours.
- ★ Other related tasks.

The language assistant may voluntarily choose to participate in extracurricular activities of various kinds: cultural activities, sports, study trips, school exchanges, etc. These activities can be very enriching, and we recommend the assistant to take active part in them.

The following tasks and activities are **outside the scope of the language assistant's duties**:

- × Direct teaching to groups of students without the supervision of the teacher.
- × Drafting or editing the syllabus.
- × Preparation or grading of exams, compositions, or similar exercises.
- × Giving grades to students.

- × Meeting with the parents of students or participating in other activities and functions that pertain to the classroom teacher.
- × In no case the language assistants are responsible for the students' safety. If there are splits or sessions in small groups, they must take place in the same classroom or classroom connected to the main one where the teacher is.
- × The assistant should not deal alone with the students' misbehavior and discipline problems, they should always go to the teacher to solve these situations.

The mentor teachers (*"tutor"*) will be the first person of reference in case of incidents such as being entrusted with functions and tasks that are not within their competence. In the absence of the mentor teacher, the assistant must request help in the following order:

1. Another teacher at the school or head of studies/curriculum coordinator (*"jefe de estudios"*).
2. The Junta de Extremadura (auxiliarconversacion@juntaex.es).
3. The contact point from the Ministry (auxiliares.conv@educacion.gob.es).
4. The organization that manages the program in the assistant's country, if any.

C. THE ROLE OF A LANGUAGE ASSISTANT

Language is an inherent element of cultural identity. Having a language assistant at a school is an extraordinary opportunity for the students and for the educational community in general.

It is necessary to establish a professional relationship with the students from the beginning, but also close to obtain their trust and respect. It is equally important to adapt to the local customs and integrate into the daily life at the school by participating in extracurricular activities. This will allow greater contact with the country's language. Exchanges and correspondence between schools, groups or individuals can also be favored.

It is important to establish a good relationship with the school staff, including faculty from the department of languages and other departments, as well as with the members of the Administration. All of them may be very helpful and can contribute to the assistant's professional and personal development.

D. IDEAS FOR TEACHING A FOREIGN LANGUAGE CLASS

A central issue to keep in mind when preparing a foreign language activity is that **students have not yet mastered the target language**. For this reason, we recommend:

- Simplify and adjust the speed of the language when necessary.
- Ask questions and rephrase to ensure comprehension.
- Use various resources in order to make oneself understood: facial expressions, gestures, body language, drawings, etc.
- Use translation only when everything else fails, and not excessively.

Authentic materials are an excellent methodological resource. On the one hand, they encourage conversation, bringing the student closer to the culture and language of everyday life, thus avoiding restriction to the purely academic. On the other hand, they allow more realistic exercises.

Below are ideas and suggestions for using these materials in the classroom. **In order to implement these activities, there should be effective communication with the mentor teacher and with the foreign language teachers. It is important to inform the teachers about these activities to know if they meet the objectives proposed for each level.**

a. Posters

Posters enrich the classroom atmosphere and represent the culture of the language being taught. It is convenient to switch them out occasionally. Suggested activities may include:

- Ask questions about the topic of the poster.
- Ask students to describe it.
- Show it for a minute, then cover it and ask: What do you remember? What is going on? What was there? etc.

b. Films

The appeal and motivating role of cinema is undeniable. However, if the movie or film clips are not chosen wisely, or if they do not match the linguistic level of the class, it may turn out to be very frustrating. It is suggested:

- Contextualize the film or clip by relating it to the current coursework. If it is about a topic that the students are working on, we must make sure that they have already read or know something about it.
- Ask students to fill out a worksheet during the movie, one that asks enough questions that it makes the activity purposeful, but not so much that it becomes overly difficult.
- At the end of the movie, suggest that they recreate a particularly interesting scene from a linguistic, thematic, or phonetic point of view.
- Give the students supplementary reading assignments that relate to the topic, historical context, etc.
- Ask for opinions, clarifications, summaries, etc.
- Introduce the topic of film itself: actors, actresses, directors, film genres, current films from different countries, etc.

c. Photos, PowerPoint presentations, comic strips, drawings, etc.

There are infinite ways to take advantage of these resources. Some ideas include:

- Describe one photo out of several similar ones.
- With a partner, spot the differences between two similar pictures.
- Spot similarities between photos, dividing the class into small groups or pairs.
- Hand out a set of photographs that are out of order to small groups. Each student has to describe his or her photographs. The objective is that the groups order the photos logically and then take turns telling the story to the class.

d. News

Students can be given simple tasks where they don't have to understand everything, but they should be able to find the information that they are asked for. Some examples may include:

- Fill out a simple worksheet with the information provided by each brief news report: events, people, dates, places, etc.
- Talk about a news story that they have read or heard.
- Reenact the most important news of the week.
- Start a conversation, discussion or debate.
- Interviews, editorials, and the food, culture and lifestyle sections of newspapers and magazines may also be very helpful in secondary education classes.

e. Forms

Filling out forms can be used to familiarize oneself with some essential bureaucratic aspects when visiting or living in another country: ID (National Identification Document), student ID, Social Security

Card, passport, local registration, bank accounts, etc. This is a mostly written exercise, but it may be an excellent way to end a series of oral activities on personal identification.

f. Songs

Using songs in the classroom is highly motivating. When choosing songs it is important to take into account the interests of the students, the suitability of the topic, the skill or area to be worked on (listening comprehension, vocabulary, etc.) and the students' level of language proficiency. Songs may be extremely useful for diverse classroom activities: filling in the blanks, reordering the verses, correcting errors, numbering the lines, rewriting the verses, changing the verb tense, looking for synonyms, adding a verse, adding a title, etc.

g. Games

Games are beneficial to all grade levels, but they have to be chosen wisely so that they are not too difficult in terms of linguistic level or too childish for the age of the students. Here are some ideas:

- Words linked together by letters or syllables.
- Hangman.
- Broken Telephone.
- Define and guess the word.
- Board games with modified instructions (roll and move games, Parcheesi, etc.).
- Themed bingo: animals, numbers, clothing, fruit, food, word recognition, etc.
- If you were a... (color, animal, country, celebrity), what would you be?

h. Others

- Street maps.
- Train, bus, and school schedules.
- Store hours.
- TV and radio shows.
- Posters, announcements, invitations, advertisements, etc.
- Weather reports, newspaper articles, teen magazines, comic strips, etc.
- Real-life conversations and sounds, individuals with regional accents, etc.
- Supermarket flyers or advertisements.
- Tourist brochures, postcards, etc.
- Recipes, shopping lists, price lists, menus, etc.

III. THE SPANISH EDUCATION SYSTEM

The General Education Law (LOE) (2/2006, 3rd May), modified by the Organic Law 3/2020, 29th December (LOMLOE), regulates the teachings that comprise the Spanish Education System. The Spanish Education System runs on principles of quality, cooperation, equity, academic freedom, merit, equal opportunities, non-discrimination, efficiency in the allocation of public resources, transparency and accountability.

| Centre | Level | Cycle | School Year | Age | Vocational Training | Languages |
|---|--------------------------------------|--------------|-------------|-------|-----------------------|---------------------------------|
| Universities | Higher Education | | | 18+ | Advanced Training | Official Language Schools (EOI) |
| Secondary Education Schools | Secondary Education Bachillerato | | 2nd | 17-18 | Intermediate Training | |
| | | | 1st | 16-17 | | |
| | Compulsory Secondary Education (ESO) | Second Cycle | 4th | 15-16 | Basic Training | |
| | | First Cycle | 3rd | 14-15 | | |
| | | | 2nd | 13-14 | | |
| Public School for Preschool and Elementary Education (CEIP) | Elementary/ Primary Education | Second Cycle | 6th | 11-12 | | |
| | | | 5th | 10-11 | | |
| | | | 4th | 9-10 | | |
| | | First Cycle | 3rd | 8-9 | | |
| | | | 2nd | 7-8 | | |
| | | | 1st | 6-7 | | |
| | Preschool | Second Cycle | 3rd | 5-6 | | |
| | | | 2nd | 4-5 | | |
| | | | 1st | 3-4 | | |
| | | First Cycle | | 0-3 | | |

A. STAGES OF EDUCATION

Preschool

Preschool (**Educación Infantil**) serves children ages 0-6. It is optional and is divided into two cycles. The first is for ages 0-3; the second is free and for ages 3-6.

The integral development of children is progressively addressed in both cycles, helping them to develop a positive and balanced self-image and to acquire autonomous development.

Elementary Education

Elementary Education (**Educación Primaria**) is both compulsory and free. It comprises six academic years for students ages 6-12. It includes the following subjects: Natural Sciences, Social Sciences, Art, Physical Education, Foreign Language, Mathematics, Spanish Language and Literature, Religion or Social and Civic Values.

Regarding the learning of foreign languages, **one of the objectives of this stage is for students to acquire, in at least one language, the basic communicative competence** that will allow them to express and understand simple messages and overcome daily challenges.

In the bilingual elementary schools of some autonomous communities, external language proficiency tests are performed in order to assess the level of linguistic competence of students in their third and sixth year, according to the Common European Framework of Reference for Languages (CEFR). The assistants assigned to bilingual schools may collaborate in the preparation of these tests by helping students improve their oral skills (listening and speaking).

Compulsory Secondary Education

Compulsory Secondary Education (**Educación Secundaria Obligatoria, ESO**) is a free stage that includes two cycles. The first cycle comprises three school years and the second cycle one school year, normally teaching students between 12 and 16 years of age.

The subjects of the first cycle are the following: Biology and Geology, Geography and History, Spanish Language and Literature, Foreign Language, Mathematics, Visual and Performing Arts, Music, Technology and Physical Education. In addition, students may choose to take an elective course among which schools must include a second foreign language.

In their fourth year, students may choose an academic path that will lead them to their Baccalaureate (Bachillerato), or an applied path oriented to Vocational Training. The following basic subjects are required in both paths: Geography and History, Spanish Language and Literature, Mathematics, First Foreign Language, Physical Education, and Religion or Civics. In addition, students must take other electives, which may include a second foreign language.

Baccalaureate

The Baccalaureate (**Bachillerato**) is a non-compulsory stage of education that includes two academic years, and which can be accessed by students who hold the Compulsory Secondary Education Diploma. It has different tracks; can be flexibly organized, and has its own specialties. Students may remain in Bachillerato for up to 4 years.

The Bachillerato tracks are as follows:

- Arts.
- Science and technology.
- Humanities and social sciences.

The Bachillerato is organized into three types of coursework: core coursework, track-specific coursework, and elective coursework. The core coursework includes: Philosophy, Spanish Language and Literature, Spanish History, Foreign Language and Physical Education.

Upon its completion, students perform an individualized assessment, which ascertains their proficiency levels and their achievement of the objectives of the Baccalaureate. After passing the test, students who successfully complete the Bachillerato receive the certificate (**Título de Bachiller**). The Título de Bachiller is a diploma which enables students to seek higher education, although each university establishes its own admission criteria.

Vocational Training

Vocational Training (**Formación Profesional**) is organized into three stages: Basic Vocational Training, Intermediate Vocational Training, and Advanced Vocational Training. It consists of more than 170 training cycles offered in public and private schools, which may be taught in person or remotely, with a modular organization and variable duration. These cycles train students for the qualified performance of various vocations and qualify them for employment. These diplomas have academic and professional value.

Artistic and Sports Education

Artistic and Sports Education, which may be combined with Secondary Education, provide the necessary training and skills for future professionals in Music, Dance, Theater, Visual Arts, Design and Sports. They are divided into three levels of instruction: Elementary, Professional and Higher Education.

In order to access the intermediate and higher levels, students must have received their Compulsory Secondary Education Diploma or his Título de Bachiller, respectively, and pass an entrance exam. Upon completion of this instruction, the corresponding Professional Certificate is issued.

Language Learning

Language instruction is offered in Official Language Schools (EOI) and enables students to use different foreign languages outside the ordinary stages of the educational system. The General Law of Education (LOE) structures this instruction at the basic, intermediate, and advanced levels, as set forth in the Common European Framework of Reference for Languages of the Council of Europe.

To access these teachings, it is required to have completed the first cycle of Compulsory Secondary Education or have received the Título de Graduado Escolar³. Since the implementation of the LOE, students who have reached the age of 16 may enter Official Language Schools; those of over 14 years of age may enter for languages that are not offered in Compulsory Secondary Education.

Adult Education

Adult education offers those over 18 years of age the opportunity to gain, refine or expand their knowledge and skills for their personal and professional development through regulated education opportunities, such as Compulsory Secondary Education and the Bachillerato, and through non-regulated educational opportunities. This education is provided in authorized ordinary educational establishments.

B. EDUCATIONAL ESTABLISHMENTS AND MANAGEMENT TEAMS

Foreign language assistants are sent to the following educational establishments supported by public funds:

Public Schools for Preschool and Elementary Education (Colegios Públicos de Educación Infantil y Primaria, CEIP)

These schools have students between 3 and 12 years old. Most elementary schools and preschools split the school day in morning and afternoon sessions, although some schools may offer only intensive morning sessions.

Secondary Education Schools (Institutos de Enseñanza Secundaria, IES)

These have students whose ages generally vary from 12 to 18 years old. Most secondary schools offer morning classes, although some schools also offer afternoon or night classes. In addition to the secondary education itself, the Bachillerato and Vocational Programs are also offered.

Official Language Schools (Escuelas Oficiales de Idiomas, EOI)

These have many commonalities with the other schools; however, the nature of their teachings and daily schedule suggest that their function is unique. This student body mostly consists of adults and school hours usually take place in the afternoon. However, depending on what the school may offer, school hours may also take place in the morning.

Management Team

This is the executive body of the public schools, composed of a principal, a head of studies and a secretary.

- **The principal** represents the school and the educational administration. Likewise, the principal's responsibilities include: ensuring compliance with the laws and other regulations in force, directing and coordinating the school's activities and exercising leadership over all staff members.
- **The head of studies**, among other duties, exercises the leadership of the teaching staff in everything related to the academic programs. They set, in collaboration with the other members of the management team, the schedules of teachers and students, and coordinate the activities of the heads of department.
- **Secretaries** are responsible for the school's administrative work: they issue certificates, manage finances and supervise every aspect of the maintenance of school equipment and materials.

IV. FAQ

When does the school year begin and end for language assistants?

Language assistants will begin working on October 1st and finish on May 31st.

How many hours are taught per week?

16 hours per week

Are there any school holidays?

Yes. Language assistants will enjoy the same vacations and holidays as the school teachers.

Is it possible to renew enrollment in the program for another school year?

This is generally possible; however, it is necessary to consult the conditions and deadlines for it, depending on the nationality.

Can there be more than one school assigned?

Yes. Sometimes a language assistant may be assigned to two schools. On exceptional occasions, more than two schools.

How to contact the school once the assistant has been assigned to it?

The Junta de Extremadura will contact the assistant via e-mail.

If for any reason the assistant has not been contacted by September, they can reach the school using the contact information in the Letter of Appointment. It is important to keep in mind that schools will be closed during the month of August.

What are the rules and procedures in case of absence due to illness?

In case of absence due to sudden illness or unavoidable circumstances, the assistant must notify the school immediately. Otherwise, the days missed may be subtracted from the monthly stipend.

If the absence is due to illness, the assistant must present a valid medical receipt at the school. It is advisable to request the school for specific instructions on the procedure to follow in case of illness.

If assistants return to their country of origin during a sick leave, the corresponding part of the monthly stipend may be suspended or discounted.

What are the rules and procedures in case of absence due to studies, exams or personal matters?

You must notify any absence to the Principal, Head Teacher or the Head of Studies of your school as soon as possible. The Principal will authorize the absence based on the justification that is presented.

An absence will not be excused if the administration has not previously granted express permission.

In any case, and to avoid the reduction of the services provided to the school, you must agree with the administration on how to make up for the missed classes. Likewise, the documents that justify such absence must be presented.

In the event that these rules are breached, the corresponding part of the monthly stipend may be suspended or discounted.

What is the monthly stipend?

The stipend is a fixed quantity of 935 euros for each month of the school year.

How is this payment made?

The payment is made by bank transfer to a Spanish bank account. In order to receive this bank transfer, it is essential to follow the instructions in this guide (see section I.D.).

What tax obligations do foreign language assistants have in Spain?

Language assistants receive an allowance, not a salary subject to withholding tax, or a work income. Depending on the assistants' work situations beyond this program, when applicable, they must be up-to-date with tax obligations, and any other obligations set forth by Spanish law.

Is health coverage included?

Yes. All language assistants have the right to healthcare during their stay in Spain. The assistant must request the European Health Insurance Card (EHIC/TSE) in his country before coming to Spain. For more information see [section I.E.](#)

In case of problems in the school or any type of incident, what is the procedure to follow?

Any problem or incident will be discussed first with the mentor teacher ("*tutor*"). If a satisfactory answer is not obtained, it should be transmitted to the Head of Department ("*jefe de departamento*") and, if necessary, to the Principal ("*Director*"). If the incident is not resolved after following these steps, it will be necessary to notify the Junta de Extremadura sending an email to auxiliarconversacion@junatex.es and, ultimately, to the program managers in the Ministry of Education and Vocational Training: auxiliares.conv@educacion.gob.es and auxiliares.extra@educacion.gob.es

What to do in the event of an emergency while I am in Spain?

In the event of being involved in an emergency or a crisis, you must immediately contact the school or the Junta de Extremadura so that the staff can provide assistance and information and indicate the appropriate instances to overcome the crisis. Depending on the type of emergency, it may be required to contact the consular section of the embassy of the country of origin. For this reason, it is recommended that assistants register at the consulate of their country.

This would be the general protocol to follow:

- Contact the school.
- Contact the Junta de Extremadura (auxiliarconversacion@juntaex.es)
- Contact the Office of Language Assistants of the Ministry of Education and Vocational Training (auxiliares.conv@educacion.gob.es)
- Contact the consular services of the embassy or call the consular emergency phone number.
- Contact family and close friends.

Can a language assistant be dismissed?

Yes. In the unlikely case that a language assistant is to be dismissed, they will be notified in writing with a minimum of two weeks in advance. This decision must be made for a justifiable reason and with all the organizations and institutions responsible for the management of this program in agreement.

V. USEFUL ADDRESSES

Junta de Extremadura

Consejería de Educación y Empleo

Secretaría General de Educación
Servicio de Plurilingüismo, Evaluación y Estadística
Avenida de Valhondo, s/n
Edificio III Milenio. Módulo 5-4ª Planta
06800 Mérida (Badajoz)
auxiliarconversacion@juntaex.es

Cáceres Police Office:

Av. Pierre de Coubertin 13, Cáceres.
Phone number:
927626525

Online resources for teaching foreign languages

The internet is an endless source of resources. It would be lengthy to list here all the useful sites for class preparation tasks, finding suitable materials and ideas that can be adapted to each specific situation. However, we recommend visiting the portal <http://educalab.es>. It is a website of the Ministry of Education and Vocational Training's Institute of Educational Technology and is developed for teachers of the Spanish educational system. This site stands out for its abundance of classroom material, available for all subjects and grade levels

Online resources for teaching and learning Spanish

RedELE

This portal created by the Ministry of Education and Vocational Training is dedicated solely to Spanish as a foreign language (ELE). It contains research, articles, experiments, resources, etc. In addition to the magazine RedELE, there is a large selection of links to other sites from around the world with similar topics.

Instituto Cervantes

The Cervantes Institute website offers many resources, links, exercises and news articles about Spanish as a foreign language and translation, questions about the language, various forums, etc. News and activities about the promotion of the Spanish language and Hispanic cultures are also available on this website. There is an extensive collection of bibliographical references and databases about Hispanic studies around the world.

María Bravo Gil

Spanish teacher at Official Language School, Cáceres.
Cáceres Official Language School
espanol.eoicc@gmail.com
927004845 / 927004855
Plasencia Official Language School
(espanol.eoi.plasencia@educarex.es)

Extremadura Useful Links

www.turismoextremadura.com

[Extremadura Turismo - YouTube](#)

[Destination Dossier Extremadura by Extremadura Turismo - Issuu](#)

[Extremadura Tourist Guide by Extremadura Turismo - Issuu](#)

[Weekend Routes in Extremadura by Extremadura Turismo - Issuu](#)

[Extremadura Culture by Extremadura Turismo - Issuu](#)

[Extremadura gastronomic by Extremadura Turismo - Issuu](#)