

## TRANSITION TO SECONDARY EDUCATION IN THE SPANISH SCHOOL SYSTEM: TEACHERS AND EDUCATORS' PERSPECTIVE

Author(s): Mancila, Iulia; Quintanilla Batallanos, Veronica; Aranda, Lourdes; Fernández-Martín, Eugenia.  
University of Málaga (Spain)

This project is a study submitted to an International Congress based in Glasgow: ECER 2023 – the European Conference on Educational Research. The conference takes place in Glasgow from 21 - 22 August 2023 and from 22 – 25 August 2023 (ECER).

The project addresses one of the most representative situations of educational systems: School transitions of students from one level to another and specifically, the transition from primary to secondary school, this being a moment really important in school, personal and social trajectory of students (Calvo-Salvador y Manteca-Cayón, 2016). In Spain, the transition to Secondary School supposes a strong cultural discontinuity, derived from the evolution of the educational system that has generate diverse purposes, differentiated methods, ways to relate and demands other than primary school. At the international area, we can find great interest in the processes of school transition from one level to another, from a psychological point of view, sociological, curricular, organizational and political.

In coherence with the aims, this study has been made with the Case Study methodology to understand and analyse the transition process from four centres of primary schools and four centres to secondary schools from Andalusia (Spain).

The research is made whit a mixed methodological with quantitative and qualitative analyses. Conclusion & Findings, Scientific Significance: We will focus on identifying, comparing, and contrasting the most significant aspects to knowledge and understandings of how the transition to secondary school is perceived and experienced by teachers and school professionals in Spain, such as:

- Conceptual understanding, role, and attitudes on transition
- Teacher training on transition
- Curriculum, pedagogy, assessment
- Institutional staff coordination, inter-schools' communication, and leadership
- Organization of time and space, innovation, democratic school life

We consider these findings potentially relevant to researchers and educators interested in similar discussions on challenges and relevant positive educational transitions in other parts of the world.

### References:

- Calvo-Salvador, A y Manteca-Cayón, F. (2016). Barreras y Ayudas Percibidas por los Estudiantes en la Transición entre la Educación Primaria y Secundaria. *REICE. Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 14(1), 49-64. Doi: 10.15366/reice2016.14.1.003
- Gro Marte Strand (2020). Supporting the transition to secondary school: The voices of lower secondary leaders and teachers, *Educational Research*, 62:2, 129-145, DOI: 10.1080/00131881.2020.1750305