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0597032 Lengua Extranjera: Inglés – Primera prueba Parte A: Supuesto práctico -

VERIFICATION GUIDE

Briefly answer the following four questions and keep them in mind for the last task:

Right answers in bold type

1. *English is a lifelong learning process. According to the Report of the International Commission on Education for the Twentieth Century that championed lifelong learning, what are the four pillars of education? What name does this report receive and who is its author?*

One of the most influential concepts of the 1996 **Delors Report**, by **Jacques Delors**, was that of the four pillars of learning. Formal education, the report argued, tends to emphasize certain types of knowledge to the detriment of others that are essential to sustaining human development.

Learning to know – a broad general knowledge with the opportunity to work in depth on a small number of subjects.

Learning to do – to acquire not only occupational skills but also the competence to deal with many situations and to work in teams.

Learning to be – to develop one's personality and to be able to act with growing autonomy, judgment and personal responsibility.

Learning to live together – by developing an understanding of other people and an appreciation of interdependence.

The idea of the integrated approach to education reflected in the four pillars of learning has had significant influence on policy debates, teacher training and curriculum development in a range of countries worldwide.

It is important to note that the four pillars of learning were envisaged against the backdrop of the notion of 'lifelong learning', itself an adaptation of the concept of 'lifelong education'.

2. *What is Bloom's taxonomy best used for? List the levels of learning in the cognitive domain.*

Bloom's Taxonomy is essential because it **helps educators identify achievable learning goals and develop plans to meet them**. The Bloom's Taxonomy framework allows educators to **assess learning** on an on-going basis, encouraging students to reflect on their progress.

Bloom's taxonomy can be used **as a teaching tool to help balance evaluative and assessment-based questions in assignments, texts, and in-class engagements** to ensure that all orders of thinking are exercised in students' learning, including aspects of information searching.

Bloom's Taxonomy is **a hierarchy of learning objectives**. It's original purpose was to give educators a common language to talk about curriculum design and **assessment**.

Bloom's Taxonomy consists of three domains that reflect the types of learning we all do. Each domain has different levels of learning, ordered from the simplest to the most complex and associated with relevant action verbs.

- **The cognitive domain:** thinking and experiencing, all about knowledge and mental skills.
- The affective domain: emotion and feeling
- The psychomotor domain: practical and physical

What are the levels in the cognitive domain?

1. **Remembering:** recall facts and basic concepts
2. **Understanding:** explain ideas and concepts
3. **Applying:** use information in new situations
4. **Analysing:** make connections between ideas
5. **Evaluating:** justify a decision
6. **Creating:** produce new or original work

3. *Define Key competences and enumerate them.*

Spanish Educational Law establishes a competency-based learning approach. Competences are defined as ***“the capacities to apply in an integrated manner the contents belonging to each teaching and educational stage, so as to be able to do adequately activities and efficiently solve complex problems”***.

1. Competence in Linguistic Communication. (CLC) is the result of the communicative action within particular social practices, in which the individual interacts with other interlocutors orally and through texts in multiple modalities and formats

2. Competence in Mathematics, Science and Technology. (CMST) Consists of the ability to use and relate numbers, basic operations, symbols and forms of mathematical expression and reasoning. Involves the ability to apply mathematical thinking and mathematical tools to describe, interpret and predict different phenomena in context.

3. Digital Competence (DC). It involves a creative, critical and safe use of information and communication technologies, in order to achieve the objectives related to work, employability, learning, use of free time, and inclusion and participation in society.

4. Learning to Learn. (L2L) is vital for lifelong learning taking place in different contexts, both formal and non-formal or informal ones. This competence is characterised by the ability to start, organize and persist in learning. This requires the ability to feel motivated to learn, and the need to foster organization and learning management.

5. Social and Civic Competences. (SCC) involve the skills and abilities necessary to use their knowledge and attitudes towards society –from different points of view, in a dynamic, changing and complex conception–, in order to interpret social problems in diverse contexts; to build responses, take decisions and solve conflicts, as well as to interact with other people and groups according to norms based on mutual respect and democratic convictions.

6. Sense of Initiative and Entrepreneurship. (SIE) is the ability to transform ideas into actions. That means becoming aware of the situation to be solved, know how to choose, plan and manage their knowledge, and the necessary skills or abilities and attitudes with self-criteria, so as to achieve the desired objective.

7. Cultural Awareness and Expression. (CAE) involves knowing, understanding, appreciating and valuing the different cultural and artistic demonstrations —with a critical eye and

with an open and respectful attitude—, using them as a source of enrichment and personal enjoyment, and considering them as part of peoples' wealth and heritage.

4. *In which stage of development are your pupils and what are their major characteristics, using Piaget's theory?*

Jean Piaget's theory of cognitive development suggests that children move through four different stages of learning. His theory focuses not only on understanding how children acquire knowledge, but also on understanding the nature of intelligence

Concrete operational stage: Ages 7 to 11

This stage is a transition between the preoperational and formal operational stages.

Major characteristics and developmental changes during this stage:

- Begin to **think logically** about concrete events and specific things.
- Begin to understand the **concept of conservation**; that the amount of liquid in a short, wide cup is equal to that in a tall, skinny glass, for example
- Thinking becomes more **organized**.
- Begin using inductive logic, or reasoning from specific information to a general principle. While thinking becomes much more logical during the concrete operational state, it can also be very rigid. Kids at this point in development tend to struggle with abstract and hypothetical concepts.
- Kids Become **Less Egocentric more sociocentric**: Children also become less egocentric and begin to think about how other people might think and feel. They also begin to understand that their thoughts are unique to them and that not everyone else necessarily shares their thoughts, feelings, and opinions.
- Understanding **Reversibility**: Awareness that actions can be reversed, only applied to concrete situations.
- Conservation: Understanding that when something changes in shape or appearance it is still the same
- **Observations**: the ability to focus on many parts of a problem. They are able to concentrate on many aspects of a situation at the same time, which plays a critical role in the understanding of conservation.

Respond in a five-paragraph essay format each of these two situations:

Suggested answers

5. *You had planned to use a song to introduce your project for the next class, but there was a problem at the playground during the break, the boy with ODD (Oppositional defiant disorder) attacked some of their classmates and your class is afterwards. How would you proceed in this situation? Outline your work.*

- Think of the moment as a learning opportunity (TAP Tutorial Action Plan)
 - o **How to deal with the conflict**
 - Cool off
 - Be Calm
 - keep a positive tone to your voice,
 - adopt neutral body language
 - be “cautious about approaching the student or entering their personal space as this might escalate the situation
 - Listen to both parts / share opinions
 - Acknowledge emotions
 - Focus on dialogue
 - Brainstorm solutions or strategies to deal with the problem (give student a few minutes to write personal responses)
 - Give clear instructions and following through with appropriate consequences when needed
 - Help him learn to manage anger and express feelings in a healthier way.
 - Improve your communication and relationships
 - Recognise and praise the child's good behaviours and positive characteristics to promote desired behaviours
 - Help the child identify and change thought patterns that lead to behaviour problems
 - Forgive – self reflection
 - o **Taking into account the we are dealing with SEND (Special Educational Needs and Disabilities) child with a behaviour disorder (ITP Individual Transition Plan)**
 - SENDCO (responsible for the day-to-day operation of the school's SEN policy) will be consulted
 - There must be an ITP, a designed plan to best address the child's needs and to ensure progress, shared goals for how to handle problems
 - Keep a record of the student behaviour and his reaction
 - o **Communication**
 - Improve your communication and relationships.
 - Report the mainstream teacher and the whole teaching team.
 - If necessary fill in an incident report and communicate the family.
 - Keep all adults on the same page
 - o **Strategies for ODD**
 - Build a strong relationship
 - Start fresh every day
 - Stay calm in times of stress
 - Develop routines (and teach them)

- Identify triggers ahead of time
- Avoid power struggles or arguments
- Offer choices
- Give special responsibilities or certain privileges
- Be consistent
- Reinforce positive behaviour
- Let the little things go
- Don't ignore students' increasing signs of agitation.
- Create a safe reset space
- Use his interests in lessons
- Teach social skills and coping strategies.
- **Finally**
 - Begin the lesson with music, using your song as a breakdown to return to normality.

6. *The twin siblings show a selective mutism since the beginning of their schooling. They only communicate with their family. Interaction with their peers in terms of oral language is null. In the classroom they develop all the activities in writing, but when it comes to oral expression, they do not produce any type of message. What methodological strategies would you apply in your English classroom to work with them? How would you assess their speaking skills?*

What methodological strategies would you apply in the English classroom to work with these students?

- First, we will start by specifying the problem and **collecting information** about the environmental and personal conditions that may be related to the selective mutism of these students. Collect information from the family, the center and possible previous interventions. For this purpose, it is important to have interviews with the family, the teachers of previous courses and the teachers of the orientation team (school counselor, speech therapist and special needs teacher). The psycho-pedagogical reports provided by the school counselor can help us, because they present the student's school, social and family situation over several years. It is also essential to inquire about the history of selective mutism, as well as the circumstances that could be causing or maintaining it over time.
- Secondly, we will transmit the information gathered to both parents and school personnel who interact with the students daily. **Common objectives** will be set, as well as guidelines for modeling desirable and undesirable behaviors, such as:
 - establishing the student's verbal communication in the school environment, it means a spontaneous speech pattern, regardless of interlocutors and situations.
 - Improving social skills to produce a greater integration and expansion of resources to cope with everyday life situations.
 - Modify the role of teachers in reinforcing escape-avoidance responses.
- **Specific actions in the English classroom**
 The work atmosphere must be **positive**, to provide security to the students so that they can face the different situations considering their interests.
 It is important to begin with the students' **Prior Knowledge**. They can build their own learning, guided and assisted by the teacher. Therefore, our fundamental task at first will be to focus on the educational needs of these students, as well as their pace of work and learning, generating activities of their interest in which they feel comfortable and confident. Actions that facilitate

"not talking" will be suppressed, both on the part of the teacher and the rest of the students. Gestural responses will be allowed, encouraging other forms of response (pointing, nodding, shaking head to say yes or no, writing notes, using a smiley face emoticon to affirm or a sad one to deny, etc.); providing positive reinforcement to students; comments such as "they don't talk because they are shy" will be avoided; also avoid having classmates answer questions or ask for something for them; provide them with small tasks of responsibility within the classroom and the school by exposing them publicly to their classmates or other people in the school (handing out materials, running errands, erasing the blackboard, asking for photocopies at the secretary's office, etc.). In activities that involve the whole student body, we will avoid the students go unnoticed and do not intervene, for which they will be given enough time to participate (regardless of whether they finally do it or not).

The English sessions will have a **structured routine** to prevent students with selective mutism from feeling anxious. We will let them know in advance of any changes in the routine (whether it is visits from other people or change of activities).

Motivation is very important and therefore must be considered when planning and designing activities and games that do not require speaking, but do require body communication and sound production, such as:

- Imitation of gestures and body movements.
- Making noises with the body (body percussion) or following rhythms.
- Games of localization of sounds with blindfolded eyes.
- Production of non-articulated mouth sounds or onomatopoeias.
- Masked speech (puppets, masks...).
- Team work in which students with selective mutism can participate doing different tasks that do not involve them disorder or rejection.
- Presentations using new technologies, with programs such as power point, Canva, etc. in which the students can expose their works using images or requesting the participation of their classmates, so that each one reads a paragraph of the ones they have written.

We will try to create the **appropriate atmosphere** for students with selective mutism to gain confidence and try to participate in the oral activities of the English classroom, which are a very important part of the basic objective of learning a foreign language, such as 'communicating with other people in that language'.

How would you assess their speaking skills?

We must establish a good relationship with the students and make them feel confident when we address them.

Do not force them to speak and do not offer rewards or punishments if they do.

We will let them know that they will be able to speak when they are ready. Obviously, we must make an adaptation to assess oral competence, since they do not produce oral messages. We could count on the help of the family, who can support us to obtain oral texts from them, recording small readings, answering simple questions or constructing sentences on the topics studied.

The use of ICT is basic to contribute to the achievement of the objective, which in this case is to obtain oral production by the students. Therefore, they can be taught to use the computer recorder and they could record themselves, at home without external interventions, letting them know that their recordings will not be exposed in the classroom at any time.

Any oral sample from these students can serve as an evaluation and the teacher must understand that he/she will not always get an answer, therefore, adaptation and flexibility are basic in this task.

Design a project

Open answer, guide lines

7. Choose some of the **Sustainable Development Goals (SDGs) of the 2030 Agenda (1)** and using the methodology of **Service Learning (2)**, set a **didactical project (3)** for the second school term that increases your pupils' **oral expression (4)** and their use of the **four English skills (5)** successfully. Pay attention to **multiple intelligences (6)**. Which specific strategies, activities, timing, grouping, assignments, facilities and materials would you use to motivate the student's interests to improve their English knowledge? How would you evaluate the linguistic competence? Which evaluation tools would you use?

Remember you are the 5th level teacher, you must design a project for the **three groups**, not only for one, the **SEN pupils are distributed in them**, that's why you have to choose some goals, not only one or two.

Don't forget you coordinate the bilingual programme, so your project would be shared or even involve other levels.

(1) What did the 2030 Agenda for Sustainable Development provide blueprints for?

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. 5 "P": Planet, People, Prosperity, Peace and Partnership.

Goals: The 17 sustainable development goals (SDGs) to transform our world:

GOAL 1: No Poverty

GOAL 2: Zero Hunger

GOAL 3: Good Health and Well-being

GOAL 4: Quality Education

GOAL 5: Gender Equality

GOAL 6: Clean Water and Sanitation

GOAL 7: Affordable and Clean Energy

GOAL 8: Decent Work and Economic Growth

GOAL 9: Industry, Innovation and Infrastructure

GOAL 10: Reduced Inequality

GOAL 11: Sustainable Cities and Communities

GOAL 12: Responsible Consumption and Production

GOAL 13: Climate Action

GOAL 14: Life Below Water

GOAL 15: Life on Land

GOAL 16: Peace and Justice Strong Institutions

GOAL 17: Partnerships to achieve the Goal

(2) Service Learning

Service-learning is a **teaching and learning methodology which fosters civic responsibility and applies classroom learning through meaningful service to the community.**

The aim is to positively direct the students' commitment to their communities and beyond, understanding the problematic issues, helping others who are facing certain difficulties, promoting racial understanding & cultural amalgamation, and influencing social values.

The service-learning process takes students through the stages of **Investigation, Preparation, Action, Reflection, Demonstration and Evaluation.**

Teachers can design service-learning activities that are effective and enjoyable for students

These steps include brainstorming (To start a service-learning unit in your classroom first look at your community), **focusing** (Next, examine each idea), **implementing, evaluation and reflecting.**

Service-learning is a methodology to use in the classroom to create student engagement and facilitate student's personal growth. Service-learning projects enable students to connect what is being learned in the classroom with practical experience with the community. Not only does this give students a different insight into their lives, but challenges their perspective of the world around them and how they fit into it.

What learning objectives do service-learning projects answer to?

Health and wellness focus

Community service focus

Environmental focus

Safety focus

Art focus

Inclusion focus

Animal focus

Internal school focus

Literacy focus

Creative focus

Sports focus

Technology focus

Service-learning is an effective pedagogy that positively impacts academic learning, critical thinking, personal development, cultural awareness, and civic participation.

Critical thinking – the synthesis and analysis of information to solve complex problems with multiple possible solutions

Problem-solving – the application of concepts and knowledge to practice in new contexts

Communication skills – effective written, oral and visual communication

Teamwork – working collaboratively with others, especially across difference and diversity

Responsibility – exercise well-reasoned judgement and taking ownership of learning

Citizenship – using the disciplines knowledge base to address social issues, as well as developing the skills and habits for critical reflection

These different learning objectives are built into the five stages of service-learning, which include:

Investigate – Learners understand that investigating the needs of the community makes service effective

Preparation and Planning – Learners understand that preparation and planning ensure that the goals and needs are met

Action – Learners understand that implementing a plan of action generates change and results

Reflection (trans-disciplinary)- Learners understand that reflection is ongoing, prompting deep thinking and analysis about themselves and their relationship to society

Demonstration/Communication (trans-disciplinary) – Learners recognize that through demonstration and communication they solidify their understanding and evoke a response from others.

What do service-learning projects look like in and out of classrooms?

The benefits of service-learning within the school environment are endless, although finding the right projects to take part in can sometimes be a challenge. When deciding on a service-learning project, it is essential to look at the needs, challenges, issues and problems within your community. Finding a community partner who is open to working with your school and developing projects around their needs and your learning outcomes is essential. We advise on partnerships with people, animals and the environment to provide voice and choice with students and projects.

Project Ideas for Service Learning:

- Start an information campaign for a **health** or prevention topic.
- Clean up a vacant lot and landscape with native vegetation.
- Start a letter-writing club to students in other states or countries and share stories with school.
- Clean up a local stream, park or pond.
- Establish a club to help **elderly neighbours**.
- Write stories about the history of your town for your **newspaper** or students in younger grades.
- Research local service agencies and conduct a fundraiser to highlight and support one.
- Make maps of your town for newcomers and highlight useful community resources.
- Design and paint a mural for the outside of your school.
- Survey your school or neighbourhood to find out what gifts and talents people have that could advance the school's mission. Publish the results.
- Survey your school or neighbourhoods to find out what people think are issues that need to be addressed. Publish the results.
- Start a petition about an issue of concern to students
- Create a "How to Keep from becoming a Crime Victim" flier
- Paint over graffiti.
- Plan a drug-free club for your school
- Create a public service announcement (PSA).
- Produce an anti-crime anti-drug, anti-violence play and perform it for others.
- Create and distribute a list of hotlines or agency links for kids which promote tolerance and understanding of difference. Post them in your school. Start a club to promote peace and tolerance.
- Plan and host an Ethnic Awareness week.
- Find, interview and write histories of diverse people in your community.

- Volunteer to tutor students who need help with academic work or social skills.
- Make New Kid Survival Kits for new students to your school.
- Learn and create a program to teach about good nutrition.
- Interview seniors and report on – personal histories, community, and stories of character...
- Teach a class on the importance of getting healthy and staying healthy.
- Create fliers to distribute to pet owners about the nutritional needs of pets
- Make gift baskets and deliver to seniors.
- Help disadvantaged children make gifts to give to others...
- Create "need to know" packets for students coming into next year's class.
- Create teaching aids for a nearby day care centre.
- Start a bird sanctuary. Build birdfeeders, plant trees, write journal entries about birds for younger grades.
- Create a student-run conference on a topic. Have booths, breakout sessions, and speakers.
- Develop a school creed or service slogan and host school assemblies to promote service work
- Establish long-term service programs that future classes can continue.
- Develop booklets on cultures within your school or community. Give them to the library.
- Translate town pamphlets and flyers into other languages to help community members who do not speak English.
- Organize and host an event to help prepare students making the transition to (middle school, high school, college).
- Study traffic patterns and accident reports for roads around school to evaluate safety issues.

Characteristics of Effective Service-Learning Programs

- (1) service that is connected to the curriculum; (**integrative**)
- (2) service involving a specific action; (**contextualized**)
- (3) student reflection at the end of the service; (**reflective**)
- (4) on-going reflection throughout the course;
- (5) student's choice in selecting the service;
- (6) student training in the service area;
- (7) student involvement for a minimum of 10 hours;
- (8) faculty training in the use of service-learning;
- (9) on-going communication between the faculty member and community service-learning partner;
- (10) **assessment**.

A strategy that might help is splitting your unit into four main parts:

Pre-reflection is basically your **group brainstorming** on ideas how to help the community. It's amazing how many ideas can float around just by talking about them. What makes brainstorming effective is that it helps develop new ideas from old ones.

Research is responsible for gathering data wisely and efficiently. This can be done via many techniques like online polls or person-to-person surveys. After gathering data, you should be

creating graphs to explain their data. Tools like Piktochart might help.

Presentation is the part when you present your findings to either the school, each other or the stakeholders. You can always develop posters promoting your call to action, or develop a website **with Weebly**.

Reflection is the final part. You will be asked on what you've gained from this journey you took. You might be asked questions like:

What did you learn about the topic?

What did you learn about yourself?

Do you think differently now?

Evaluating service learning

Another feature of service learning that makes it unique is that many stakeholders evaluate students.

The evaluation might come either from the **community, the teacher or yourself**.

The **community** partners might get a say in all this and evaluate the students. Also, they might even get a voice in developing the criteria for assessing students.

The **teacher**, along with evaluating the content might also assess you on how well you wrote or crafted the graph.

Self-evaluation is also one of the evaluations that tend to be a form of reflection. You might also assist in developing the rubric that the stakeholders use to evaluate you.

(3) Didactical project:

Contextualized and justified

Connected with the curriculum of the level

Designed to promote interdisciplinarity.

Does it take advantage of previous knowledge

What methodology is used

Timing

Groupings

Spaces

Material

Activities:

- Adequacy
- How to put them into practice
- How to evaluate them

Attention to diversity

Final product

Evaluation of the final product, the students and the teaching practice.

(4) Oral expression

Oral expression is a person's ability to express wants, thoughts, and ideas meaningfully using appropriate syntactic, semantic, pragmatic, and phonological language structures

Strategies:

- Encourage active every day conversations.
- Sharing oral stories.
- Reading books together.
- Singing and playing rhyming games and songs.
- Listening games,
- Dramatic plays with imaginary roles.
- Ask questions, rephrase the student's answers, and give prompts that encourage oral conversations to continue.
- Model syntactic structure.
- Maintain eye contact. This will help them be better understood, communicate more clearly, and successfully interpret nonverbal cues about their clarity.
- Remind students to speak loudly and articulate clearly.
- Have students summarize heard information.
- Encourage students to ask for clarification when they don't understand something,
- Model and guide sentence construction.
- Explain the subtleties of tone. Remind your students how tone of voice—which includes pitch, volume, speed, and rhythm—can change the meaning of what a speaker says.
- Attend to listening skills using consistent cues to get their attention.
- Incorporate a "question of the day" to encourage talk.
- Compile a class booklet of students' phrases.
- Teach concept words.
- Question to boost comprehension.
- Teach for oral reading fluency: Sentence completion, Round-robin repeated reading, Partner reading, Monitored reading and Repeated reading
- Never assume students understood your instructional talk. Go over your message and present it in multiple ways to be sure all students understand.

(5) Using the four skills: reading, listening, writing and speaking

TV, Radio, ICT, Social networks, Leaflets,...

(6) Multiple intelligences, Howard Gardner

The Nine Types of Intelligence That Should Be Considered in All School Curricular

- Logical-Mathematical Intelligence.
- Linguistic Intelligence.
- Interpersonal Intelligence.
- Intrapersonal Intelligence.
- Musical Intelligence.
- Visual-Spatial Intelligence.
- Bodily-Kinaesthetic Intelligence.
- Naturalist Intelligence.