

ORDEN EDU/2/2022, MIÉRCOLES 26 DE ENERO DE 2022, BOC NÚM. 17
CUERPO: MAESTROS. ESPECIALIDAD: LENGUA EXTRANJERA, INGLÉS

PRIMERA PRUEBA – PARTE B: PARTE PRÁCTICA
ANSWER ONE OF THE FOLLOWING OPTIONS, EITHER A OR B:

- A)** You are working as a teacher of English as a Second Language (ESL) in a rural state school in Cantabria. You are back to school after Christmas break and the second term is due to start. You have your own classroom where your group of 20 students in Year Six learn English. There is a group of five gipsy students with no interest in school. One of them is repeating the course and is really disruptive in the class when she is not absent from school. Her brother is in the same group and is very good at English. There is another student, a boy, who has autism spectrum disorder but is interested in music and games. There is also a gifted student who is usually fast-finisher. Taking into account the current legal framework so as other relevant mandatories from our “Consejería”, the plans and protocols in your school, develop the following tasks:
1. Write about the school context and consider the importance of student and family background. Describe the importance of the teacher’s attitude (you) to deal with emotional and behavioral difficulties.
 2. Describe your classroom and both human and material resources at hand. Make a special emphasis in the use of technology to enhance the teaching and learning process with the whole group, not only at school but getting families involved at home too.
 3. Develop three sessions for the group based on any topic you choose. Write down the main aims or objectives for the contents you have chosen. Program the methodological strategies and describe the activities to be done and boost your students’ engagement.
 4. Describe briefly the assessment process you have planned to make sure if the main planned goals are reached or not.
- B)** You are working as a teacher of English as a Second Language (ESL) in a state school in Cantabria. You are working in Year Two. The school wants to plan a culture week in October based on respect for other cultures. Taking into account the current legal framework so as other relevant mandatories from our “Consejería”, the plans and protocols in your school, develop the following tasks:
1. Describe the group of students and point out the importance conferred to those students who require educational needs. (You can give the two or three examples you best manage: foster child, talented child, student with attention-deficit/hyperactivity disorder...)
 2. Describe where you are going to develop the activities and the human and material resources you might use.
 3. Make a plan so that families get involved in your group during the culture week.
 4. Design the type of activities to be done in the culture week.
 5. Write down several aims or objectives. Describe the methodology you would like to use and how to integrate technology in the activities you plan.
 6. Develop the assessment process to be sure if the students are reaching the planned goals or not.