

TRADITIONAL CASE

Your school is in a big city and supports a learning community project. You are the tutor of the 3rd course of Primary Education. Our class is a mixed-ability group of 24 pupils. There is a girl with Autism Spectrum Disorder grade 1 and a boy with Language specific disorder (with limited reading and writing)

Design a contextualized learning situation, that will be part of a Didactic Unit for celebrating the Family Day and that includes dialogic learning.

In the first place, I will explain the index that I have followed in the explanation of the practical case that I have chosen and that, later, I will develop in the most organized way possible:

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1. INTRODUCTION

In our increasingly interconnected and multicultural world, the importance of learning English transcends linguistic proficiency; it becomes a key to fostering understanding and unity among the diverse types of families that make up society today. English serves as a global bridge language, facilitating communication and collaboration across borders. The Common European Framework of Reference for Languages (CEFR) recognizes the significance of English proficiency in promoting intercultural competence and effective communication. As the renowned linguist David Crystal stated, "English is not just a language; it's a medium for communication and interaction between cultures." In the context of diverse family structures, where individuals may come from different linguistic backgrounds, English proficiency becomes a unifying force, enabling families to navigate a world that celebrates its rich cultural mosaic. Moreover, the 2030 Agenda for Sustainable Development underscores the role of education, including language learning, in achieving global goals. English proficiency supports these goals by fostering inclusivity, promoting equality, and contributing to the building of a more harmonious and interconnected world.

2. LEGISLATION AND THEORETICAL FRAMEWORK

2.1 Legal framework

Before starting with the development of this Traditional case, the legislative for primary education are **Organic Law 3/2020, of December 29th, which modifies Organic Law 2/2006, of May 3rd, of Education** (From here on out LOMLOE), **Royal Decree 157/2022 of March 1st, which establishes the organization and minimum teachings of Primary Education**. (From here on out Royal Decree 157/2022 of March 1st) the **Decree 38/2022, of September 29th, which establishes the organization and curriculum of primary education in the Community of Castilla y León** (From here on out Decree 38/2022, of September 29th) **Order EDU/423/2024, of May 9th, which develops the evaluation and promotion in Primary Education in the Community of Castilla y León** (From here on out Order EDU/423/2024, of May 9th) and the **Order EDU / 1152/2010, of August 3rd, modified by Order EDU / 371/2018, of April 2, which regulates the educational response to students with specific need for educational support in school in the second cycle of Early Childhood Education , Primary Education, Compulsory Secondary Education, Baccalaureate and Special Education Teachings, in the educational centers of the Community of Castilla y León** (From here on out Order EDU / 1152/2010, of August 3rd)

2.2 Theoretical Framework

The implementation of a learning communities approach in primary schools, especially for English language learning, is rooted in the ideas of educational scholars like Vygotsky and Dewey. Vygotsky's sociocultural theory highlights the importance of social interactions in learning. The creation of learning communities is in the same line as Vygotsky's notion that "what a child can do in cooperation today, they can do alone tomorrow" also known as the

Zone Of Proximal Development. In the context of primary education, this implies that collaborative learning within a community fosters language development, particularly in the acquisition of English. John Dewey's philosophy further supports this approach, emphasizing experiential learning and the integration of education with real-life situations. The learning communities model, when applied to English language learning, incorporates practical, dialogic experiences that mirror the linguistic challenges students may encounter in the diverse worlds re

The application of dialogic learning in English language education addresses the challenges of the 21st century by equipping students with the linguistic and communicative skills necessary for global citizenship. In the context of the 2030 Agenda for Sustainable Development, this approach contributes to Goal 4 by promoting inclusive and quality education. The multi-level and multi-skills nature of dialogic learning ensures that primary education is not only linguistically enriching but also inclusive, accommodating the diverse backgrounds and abilities of students, thereby fostering a sense of community within the classroom.

In my class there is a student with Autism Spectrum Disorder grade one whose main characteristics are exhibiting difficulties in social interaction, communication, and repetitive behaviors. She struggles with understanding nonverbal cues and maintaining eye contact. Sensory sensitivities and rigid adherence to routines are also common, requiring tailored support and individualized learning approaches to foster their academic and social development.

On the other hand, students with language-specific disorders, particularly in reading and writing, often struggle with phonological awareness, decoding, and encoding skills. They may have difficulty recognizing and manipulating sounds in words, leading to challenges in reading fluency and comprehension. Written expression may also be affected, with difficulties in spelling, grammar, and organizing ideas coherently. These students may benefit from targeted interventions focusing on phonics, vocabulary development, and explicit instruction in reading and writing strategies.

Let me continue examining the context in which I am teaching.

3 CONTEXT

The school is in a big city and is enrolled in a learning community project.

I am the tutor of the 3rd course of Primary Education. My class is a mixed-ability group of 24 pupils. There is a girl with Autism Spectrum Disorder grade 1 and a boy with Language specific disorder (with limited reading and writing) who requires specific measures that will be specify later without forgetting inclusion.

Students in the third grade of primary education, following Piaget's ideas, typically display cognitive development marked by increased attention span, improved memory, and the ability to engage in more complex problem-solving tasks. Socially, they begin to form more structured peer relationships, showing a growing awareness of social norms and cooperative play.

Linguistically, these students exhibit expanded vocabulary and enhanced language skills, demonstrating proficiency in reading, writing, and verbal communication, with a focus on building foundational literacy skills.

It is time to deal with the curricular elements regarded for designing the didactic proposal.

4. DIDACTIC PROPOSAL

Key Competences/Exit profile

The key competences are defined in **article 2** of the *Royal Decree 157/2022, of March 1st*, performances that are considered essential so that students can progress with guarantees of success in their training itinerary, and face the main challenges and global and local challenges. The key competences are included in the exit profile of students at the end of basic education and are the adaptation to the Spanish educational system of the key competences established in the Recommendation of the Council of the European Union of May 22, 2018 regarding the key competencies for lifelong learning.

In accordance with **article 9 of Royal Decree 157/2022, of March 1st**, the exit profile of the students at the end of basic education constitutes the concretion of the principles and purposes of the educational system reinforced to basic education that bases the rest of curricular decisions. The exit profile identifies and defines, in connection with the challenges of the 21st century, the key competencies that students must have developed at the end of basic education, and introduces guidelines on the level of performance expected at the end of Primary Education. Although we know that all the competencies are put into operation in the learning processes, we highlight the following

According to the **Decree 38/2022, of September 29th**, by which relationship between Basic knowledges, criteria and competences are described in Primary Education, Key Competences.

The capacities of the students expressed by means of objectives have the final aim of developing the key competences in our students. A key competence is the ability to integrate knowledge, skills attitudes in a practical way to solve problems and react appropriately in a variety of contexts and situations. The development of the key competences implies the integration and application of theoretical and practical knowledge in settings outside the academic context.

During the development of this case the pupils will be focused on the following:

Multilingual competence: (MC) as the foreign language, in this case, English, is the medium to express our ideas and thoughts.

Personal, social and learning to learn competence: (PSLC) Working together, respecting turns and active listening to each other are some aspects worked in the learning situation described below.

Citizenship competence: (CC) we are learning that we live in a diverse and multicultural

society where everybody must be respected.

Cultural awareness and expressions: (CAE) as we are dealing with different types of families from different origins.

Key Competences are directly related to the Specific Competences.

Stage Objectives

The objectives are defined in **article 2** of the **Royal Decree 157/2022, of March 1st** achievements that students are expected to have reached at the end of the stage and whose achievement is linked to the acquisition of key competencies.

Stage objectives are reflected in **Decree 38/2022, of September 29th**, as general objectives they must acquire at the end of the stage in all the areas. ,

- d) Know, understand and respect different cultures and differences between people, equal rights and opportunities for men and women and non-discrimination of people on the basis of ethnicity, sexual orientation or identity, religion or beliefs, disability or other conditions.
- f) Acquire basic communicative skills in at least one foreign language that will allow them to express and understand simple messages and cope in everyday situations.

The **specific objectives** that we must achieve in this case are:

- ☐ To respect cultural diversity and types of families.
- ☐ To participate in conversations about a topic previously worked and prepared.
- ☐ To understand oral interactions and questions about the topic of families.

Specific competences /operational descriptors

The **Royal Decree 157/2022, of March 1st** establishes the specific key competences are performances that students must be able to deploy in activities or in situations whose approach requires basic knowledge of each area or field. The specific competences constitute a connecting element between, on the one hand, the exit profile of the students, and, on the other, the basic knowledge of the areas or fields and the evaluation criteria.

The specific competences that we will work, according to the **Decree 38/2022, of September 29th**,

3. Interact with other people using everyday expressions, using cooperation strategies and employing analog and digital resources, to respond to immediate needs of interest in communicative exchanges that respect the rules of courtesy. This specific competence is connected with the following operational descriptors: CCL1, CCL5, CP1, CP2, STEM1, CD3, CPSAA3, CC3, CE1, CE3, CCEC3.

4. Mediate in predictable situations, using strategies and knowledge, embracing cognitive, social and cultural diversity to process and transmit basic and simple information, in order to

facilitate communication. This specific competence is connected with the following operational descriptors: CCL2, CCL5, CP1, CP2, CP3, STEM1, CPSAA1, CPSAA3, CCEC1.

Contents

The Basic knowledges for the area of English in Primary Education are stated in the **Royal Decree 157/2022, March 1st** specified in the **Decree 38/2022, of September 29th**. They are divided into three blocks, closely related to the areas of communicative competence suggested by the Council of Europe.

The contents for the area of English in Primary Education are stated in the **Decree 38/2022, of September 29th**, bearing in mind the second cycle of Primary Education 3rd course.

A. Communication.

- Self-confidence and reflection on learning. Error as an integral part of the process.
- Basic and elementary strategies of common use for the understanding and expression of brief, simple and contextualized oral, written and multimodal texts.
- Basic knowledge, skills and elementary attitudes that allow one to begin mediation activities in basic everyday situations.

B. Plurilingualism.

- Basic strategies and techniques to compensate for communicative deficiencies in order to respond to an elementary need despite the limitations derived from the level of competence in the foreign language and in the other languages of the personal linguistic repertoire.
- Basic and simple strategies of common use to identify, retain, recover and use linguistic units (vocabulary, morpho-syntax, sound patterns, etc.) based on the comparison of the languages and varieties that make up the personal linguistic repertoire.

C. Interculturality.

interpersonal relationships in countries where the foreign language is spoken.

- Basic strategies of common use to understand, respect and appreciate linguistic, cultural and artistic diversity, based on eco-social and democratic values.
- Basic strategies of common use to detect discriminatory uses of verbal and non-verbal language.

Cross-curricular Contents

Royal Decree 157/2022, of March 1, article 6 Pedagogical principles, we find the following transversal contents:

- Equality between men and women.
- Education for peace.
- Education for responsible consumption and sustainable development.
- Health education.

- Emotional education and values

In its **Article 10. Cross-cutting content**, of **Decree 38/2022, of September 29th**, it says:

1. In addition to those established in article 6 of Royal Decree 157/2022, of March 1, in its sections 3 and 5, in all areas of the stage, information and communication technologies will be worked on, and their ethical and responsible use.
2. Likewise, from all areas, education for proactive school coexistence will be worked on, oriented towards respect for diversity as a source of wealth.
3. Educational centers will promote the prevention and peaceful resolution of conflicts in all areas of personal, family and social life, as well as the values that support freedom, justice, equality, peace, democracy, plurality, respect for human rights and the rule of law, and the rejection of terrorism and any type of violence.
4. They will also ensure that the values and opportunities of the Community of Castilla y León are transmitted to students as a favourable option for their personal and professional development.

In this way, I am developing education for peace and respect towards diversity in the world we live, supporting the objectives 4 (quality education) and 10 (reducing inequalities) of the 2030 Agenda objectives.

All of these curricular aspects together with the context are regarded when selecting the methodological approach to employ.

Pedagogical Methodology

When choosing a methodology, we have to take into account that it should be flexible and adaptable to different situations, learning styles and interest of our pupils. Moreover, we have to choose methodologies that create a communicative atmosphere.

These are the methodology principles we have chosen for the following activities:

- Participation, team work and oral expression will form the basis for my methodology
- To depart from a known and daily used topic for them (family) to increase motivation and activate previous knowledge.
- To encourage team work playing and having fun together.
- To use games and flashcards as a motivating tool.
- To use different kinds of activities to attend diversity and let them explore their strengths and weaknesses.

Moreover, I employ community learning involving families in primary education is a collaborative approach that extends the learning environment beyond the classroom, inviting parents to actively participate in their child's educational journey. In the context of teaching English, this entails creating opportunities for families to engage in language-based activities, fostering a supportive and linguistically enriched atmosphere both at home and in school.

Parents might be encouraged to participate in English language workshops, reading sessions, or cultural events that promote language development and a deeper understanding of the curriculum.

I make use of the application of dialogic learning within community learning enhances communication between educators, students, and families. By adopting a dialogic approach, inspired by educational philosophers such as Paulo Freire, parents become active contributors to the learning process. Freire's emphasis on dialogue as a tool for critical thinking aligns with the goal of creating an inclusive and participatory educational environment. In the 21st century, characterized by cultural diversity and rapid technological advancements, community learning and dialogic approaches address the challenges of fostering global citizenship and effective communication.

Learning Situation and Activities

When we plan our lessons, we establish a sequence of Didactic Units in order to achieve our main goals. These didactic units have activities and Learning situations in the area of foreign languages. All of them should encourage their use in as real contexts as possible. In addition, language use in these situations must be accompanied by a reflection on the communicative structures involved, as well as the strategies used and the attitudes associated with these situations, in order to promote Not only communicative competence and multilingual and intercultural awareness, but also the autonomy of students in their own learning process. Learning situations in the Foreign Language area should have the following characteristics:

Learning must be based on action, taking into account the communicative situations that occur in real life for the design of communicative tasks, in which the role of the teacher is a facilitator and that of the student, an active social agent.

Communicative tasks must be based on real situations and contexts in the personal, social, academic and professional environment that pose a challenge and that integrate the different specific competencies, so that orality is promoted, in an environment of Meaningful learning.

Learning situations, in general, should incorporate the following goals:

- To give situations related to current events
- To assume a challenge or challenge (requirement)
- To incorporate different levels of difficulty (inclusion) through multilevel programming, as well as variety in its nature
- To present the possibility of customizing them (personalization)
- To have an interdisciplinary approach, as well as multilingual and intercultural
- To incorporate various phases that include reception, interaction, mediation and (co-) production, along with a final reflection phase
- To involve student cooperation through the mediation of concepts and / or the communication and negotiation of meanings

In this case, we are going to work on tasks aimed at ensuring that our students achieve the

main objective of our Didactic Unit: WE ARE FAMILY. As you can see, each activity and each learning situation that arises in a unit is the opportunity that we give our students to assume and achieve the objectives set and especially make them communicatively competent students.

We will be working the whole week about the topic of families culminating as the final product to celebrate Families' day with a fair with workshops with different games and arts and crafts carried out by family members (15th of May)

As can be seen in the proposed activities, they all go in the direction of achieving the final task proposed in the unit, being examples of communicative tasks with the student as the main focus and attending to the diversity of the class, we have to remember that we've got an ASD and a student Specific Language Disorder.

Our didactic unit is developed in the third term, made of 7 sessions, based on the book "my lovely neighbors". Sessions last 45 minutes, introducing vocabulary and working the 4 skills with activities that help our student to achieve the main goal of the unit and help them to complete the final product.

Students have an active and participative role, while the teacher is the presenter and guide of the learning process. Parents are part of the community learning project and participate in the activities.

All the activities are presented in advances using pictograms to anticipate the ASD student the sequence to follow. We create a calm situation avoiding external distraction trying to make her feel comfortable.

I am going to explain a session that is a contextualized Learning situation inside my unit, and uses an inclusive dialogic learning where the families take part.

1. Activity1: Welcoming Circle (10 minutes) Begin with a welcoming circle where each student shares something special about their family using pictures or drawings

The ASD student uses the family member help and visual support to present the information. There is not too much difficulty for the boy with Language Disorder because the activity is oral.

- o **Activity 2: Interactive Storytelling (15 minutes)** Family members take turns using a picture book "My lovely neighbors" to introduce various types of families, showcasing diversity in family structures and backgrounds.

They incorporate visuals and simple language to accommodate diverse learning needs.

Activity 3 Dialogic task (15 minutes) Families and students take turns to discuss the content of the book, engaging meaningful conversations with each student, focusing on their understanding of family diversity. To facilitate communication, we use nonverbal language, visual supports or write simple questions/words on the digital board to facilitate understanding and encourage participation attending diversity.

Closing Activity (5 minutes). We use the las minutes to give ideas about what the workshop

may be about and what type of games they would like to participate in with their family members.

Following this, I consider the resources employed to develop this session.

Resources.

Material resources

We do not need special resources for this session apart from the book, visual supports and our voices.

Personal resources

Participation of families, students, teacher and Assistance teacher. Coordination with the orientation department tutor and specialist is crucial to work in the same line applying the same measures. Meetings with the families are regular especially with the Autism girl and language disorder boy.

Organizational or environmental resources

The desk are organized in a circle to facilitate communication and interaction, we have extra chairs for family members. The main spaces are the class and the library.

Let me continue explaining the assessment procedure.

Evaluation

Regarding **evaluation**, according to the And the **Royal Decree 157/2022, March 1st** which establishes the basic learnings for Primary Education in its **Article 14** states that:

1. The evaluation of the students will be global, continuous and formative, and will take into account the degree of development of key competences, with the specific competences and their progress in the whole of the processes of learning.

We cannot forget that there must be:

Initial Evaluation: through the presentation of their families, we will gather information about what they already know.

Whole Process: through oral and written question about the comprehension of the story.

Final Evaluation: we will see at the end of the learning situation if students have achieved the goal when they participate in the different workshops.

In **Decree 38 2022, of September 29th**, **article 19** Pursuant to the provisions of article 14.1 of **Royal Decree 157/2022, of March 1st**, the evaluation at this stage will be global, continuous and formative. In addition, in the Community of Castilla y León it will be criterion-based and guiding. At this stage, the evaluation of student learning will take into account the degree of development of key competencies and their progress in the set of learning processes

In **Order EDU/423/2024, of May 9th**, which develops the evaluation and promotion in Primary

Education in the Community of Castilla y León, **article 2**

2. In accordance with article 19.1 of Decree 38/2022, of September 29, which establishes the organization and curriculum of primary education in the Community of Castilla y León, the evaluation at this stage will be global, continuous, formative, criterion-based and guiding:

- a) It will be global to the extent that it assesses the degree of development of key competencies, thus providing information on the progress of students in all their areas in an interrelated manner with a holistic vision of learning.
- b) It will be continuous to the extent that it is carried out throughout the entire learning process and not exclusively at specific times, which will allow information to be available on student learning under any circumstances.
- c) It will be formative to the extent that it contributes to improving the educational process and allows teaching practice to be adapted to the learning needs of students.
- d) It will be criterion-based to the extent that it is carried out based on evaluation and grading criteria that are objective and known to students and their families, which will provide objectivity in the student evaluation process.
- e) It will be guiding to the extent that it allows students to be guided at all times in their development, in their attitudes and in their learning strategies, as well as the teaching staff in the development of the teaching process and in the adoption of decisions to provide the necessary support and compensate for the different conditions of development and learning.

According to the **Decree 38 2022, of September 29th**, evaluation should be continuous, global, criterial and formative, taking into account student's progress 3rd *course*

Evaluation Criteria.

Specific competence 3.

3.1 Participate, in a guided manner, in brief and simple interactive situations on everyday topics, of personal relevance and close to their experience, prepared in advance, through various media, relying on resources such as repetition, slow pace or non-verbal language, and showing empathy and respect for linguistic courtesy and digital etiquette. (CCL1, CCL5, CP2, CD3, CPSAA3, CC3, CCEC3)

- Participates in interactive situations close to their interests and experiences.
- Shows respect and empathy for linguistic courtesy
- Prepares material through various media taking into account resources such as repetition, slow pace and non verbal language

3.2 Select and use, in a guided manner, basic strategies to greet, say goodbye and introduce themselves; express brief messages; and answer simple questions, responding to the communicative needs that arise in situations and contexts close to their environment. (CCL1, CCL5, CP1, STEM1, CE3)

- Uses and select basic strategies to greet, say goodbye and ways to introduce yourself
- Expresses brief messages
- Answers simple questions according to different communicative needs

Specific competence 4.

4.1 Interpret and explain texts, information on concepts and brief and simple communications, in a guided manner, in situations in which attention is paid to diversity, showing empathy and interest in the interlocutors and in the problems of understanding in their closest environment, relying on various resources and supports. (CCL2, CP2, CP3, STEM1, CPSAA3, CCEC1)

- Interprets texts , information and simple communication tools
- Explains texts in a guider manner, shpwing empathy and interest with the environment of the communicative situation
- Relays on various resources and supports

4.2 Recognize, in a guided manner, very basic strategies that facilitate the understanding and expression of information and communication, using, with help, physical or digital resources and supports depending on the needs of each moment. (CCL5, CP1, STEM1, CPSAA1, CPSAA3)

- Recognizes very basic strategies that facilitate the understanding and use of information and communication.
- Uses in a guide way, physical or digital resources and supports adapting them to the needs.

Evaluation Instruments

To properly evaluate our chosen criteria, we will use a rubric.

Regarding to self-assessment, students will have to fill out the portfolio at the end of the learning situation reflection about their own practice and setting new learning goals.

Direct observation of the participation and interaction of the pupils in oral activities.

Evaluation of teaching practice

In **Order EDU/423/2024, of May 9th, article 25.** 1 In accordance with the provisions of article 19.12 of Decree 38/2022, of September 29, teachers will evaluate their own teaching practice as a starting point for improvement. 4. The evaluation techniques and instruments used must facilitate the individual and collective work of teachers. 6. The most relevant conclusions of the evaluation of this process will be incorporated at the end of the course into the annual general programming report, being the basis for the preparation of the teaching programming documents for the following course.

The teacher's assessment would be developed by the teacher herself but as well by her students by the end of the project.

Families give me oral feedback at the end of the session about positive and aspect to improve as well as ideas for future dialogic sessions in which they would like to participate.

Students have a "mail box" on my table where they can include suggestions and ideas about the learning process.

Regarding the teacher's self-assessment, further than a chart, it is important to get back to the lesson plan and check which goals we had achieved and which one are still in process in order to keep working on them.

At this point, inclusive education will be examined in detail.

Attention to individual differences

According to the **LOMLOE, article 71.2** establishes that it is up to the educational administrations to ensure the necessary resources so that students who require educational attention different from ordinary one, due to having special educational needs, due to maturational delay, due to language development disorders and communication, due to attention or learning disorders, due to serious lack of knowledge of the language of learning, due to being in a situation of socio-educational vulnerability, due to high intellectual abilities, due to having joined the educational system late or due to personal conditions or school history. , can achieve the maximum possible development of their personal abilities and, in any case, the objectives established in general for the entire student. Legislation related to the attention to diversity/ educative inclusion and the **art. 73**, is defined by students with special educational needs, those who face barriers that limit their access, presence, participation or learning, derived from disabilities or serious behavior, communication and language disorders, for a period of their schooling or throughout all of it, and that requires certain supports and specific educational attention to achieve the learning objectives appropriate to its development. The educational system will have the necessary resources for the early detection of students with special, temporary or permanent educational needs, and so that they can achieve the objectives generally established for all students. To this end, the educational administrations will provide these students with the necessary support from the moment of their schooling or the detection of their need.

In **article 25** of **Decree 38 2022, of September 29th**, the definition of Attention to students with special educational needs is established, those who require educational attention different from the ordinary one, due to presenting special educational needs, due to developmental delay, due to language and communication development disorders, due to attention or learning disorders, due to serious ignorance of the language of learning, due to being in a situation of socio-educational vulnerability, due to their high intellectual capacities, due to having joined the educational system late or due to personal conditions or school history.

In **article 5** of **Order EDU/423/2024, of May 9th**, Assessment of students with specific educational support needs 1. Educational centers will establish the most appropriate measures so that the conditions for carrying out the processes associated with the evaluation are adapted to the needs of students with specific educational support needs, in accordance with article 25.3 of Decree 38/2022, of September 29. These measures will be aimed at adapting the times, materials and resources for curricular development, as well as evaluation techniques and instruments, moments and evaluating agents, ensuring the pedagogical principles of the stage. 2. In the case of students with special educational needs who have a significant curricular adaptation, the references for the evaluation will be the evaluation criteria established in the corresponding adaptation.

In the scope of our community we are based on the **Order EDU / 1152/2010, of August 3rd**

In this section we will focus on our girl with ASD and the boy with Language Specific Disorder mentioned before.

Our girl with ASD exhibits challenges in social interactions and communication, alongside repetitive behaviors or intense focus on specific interests. Her main strengths are her keen attention to detail or exceptional abilities in certain areas.

We will follow some procedures to facilitate her learning process.

- The anticipation of all the activities at the beginning of the session.
- The use of pictograms and social stories to facilitate communication and anticipation.
- The adaption of the whole school (pictograms at the doors, coloured paths...) to facilitate the independence of this student.
- Teachers' training in TEEACH method.
- Amplification of times, adapting activities and reducing tasks.

In relation to the student of Language Disorder struggle with expressive and receptive language skills, facing challenges in written language. He exhibits difficulty in organizing thoughts coherently and expressing ideas effectively. The measures proposed are:

- Foster oral expression as he finds more difficulties in writing.
- Provide him more time to express himself and use alternative systems of communication such communication boards, signs or pictures.
- Coordination with the Speech Therapist, parents and external services.
- Communication Skills Training, incorporating explicit instruction in communication skills, including social interaction and pragmatic language, to help students navigate social situations more effectively.

Once I have dealt with the measures to attend inclusion in my class, I consider the professional perspective in detail now.

5. PROFESSIONAL PERSPECTIVE

Coordination with other professionals

Coordination among teachers of the same class is always fundamental. Using coordinate teaching methods and strategies will help our students to increase their learning process and be able to understand better what we expect of them.

In this specific case I have regular meetings with the assistance teacher of the ASD student, the Pedagogical Teacher, the Speech Teacher and Counselor to ensure inclusion of students with difficulties.

Collaboration with the families

In **Decree 23/2014, of June 12th, Article 7, 2.** Students and their families may participate in the life of the centers on an individual and collective basis through their associations whose essential purpose is to promote and facilitate participation in the center's activities.

Families participate regularly in dialogic gatherings and workshop as part of the learning community project of the center. The main objective is making them participants of the teaching learning process showing that each of us has something unique and valuable to contribute to the community. Communication with the Autism girl family and language disorder boy family is fundamental to see the progress and support them emotionally.

6. DOCUMENTARY SUPPORT

Legal References

Spanish Constitution of 1978 (art.14, 27 and 49).

Organic Law 3/2020, december 29th, which modifies Organic Law of Education 2/2006 of May 3rd (LOE)

Law 6/2022, of March 31st, amending the Consolidated Text of the General Law on the rights of persons with disabilities and their social inclusion, approved by Royal Legislative decree 1/2013, of November 29th, to establish and regulate cognitive accessibility and its requirements and application conditions

Royal Decree 157/2022, March 1st, which establishes the organization and minimum teachings of Primary Education.

Decree 23/2014, of June 12th, establishing the framework for the government and autonomy of publicly funded educational centers that provide non-university education in the Community of Castilla y León.

Decree 38/2022, of September 29th, which establishes the organization and curriculum of primary education in the Community of Castilla y León.

Order EDU / 1152/2010, of August 3, modified by Order EDU / 371/2018, of April 2, which regulates the educational response to students with specific need for educational support in

school in the second cycle of Early Childhood Education , Primary Education, Compulsory Secondary Education, Baccalaureate and Special Education Teachings, in the educational centers of the Community of Castilla y León

Order EDU/423/2024, of May 9th, which develops the evaluation and promotion in Primary Education in the Community of Castilla y León

Course start instructions

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Conclusion

In conclusion, the importance of learning English in primary education is underscored by its role as a global lingua franca, opening doors to diverse opportunities and fostering intercultural communication. When families actively engage in the learning process through dialogic tasks and participate in learning communities, the impact on a child's language acquisition is deep.

From my personal view, this collaborative approach not only enriches the linguistic environment at home but also strengthens the bridge between school and family. These experiences foster the achievement of the 2030 Agenda objectives, particularly Goal 4 on Quality Education, involving families in English language learning promotes inclusive and equitable learning experiences.

Moreover, the Common European Framework of Reference for Languages (CEFR) provides a framework for assessing language proficiency, guiding educators in tailoring language instruction to meet individual needs within a collaborative community setting. The integration of dialogic tasks, inspired by educational philosophers like Paulo Freire, empowers students, families, and educators to engage in meaningful conversations that transcend language acquisition to encompass critical thinking, cultural understanding, and social collaboration. By incorporating these approaches, primary education not only equips students with English language skills but also nurtures the qualities needed for success in the 21st century, aligning with the broader objectives of the 2030 Agenda.

Thank you very much for your attention. Good morning.