



MÁSTER UNIVERSITARIO EN FORMACIÓN DEL PROFESORADO DE SECUNDARIA, BACHILLERATO, CICLOS,  
ESCUELAS DE IDIOMAS Y ENSEÑANZAS DEPORTIVAS

# **A CONSTRUCTIVE ANALYSIS OF THE PEDAGOGICAL PROPOSAL FOR 4<sup>TH</sup> YEAR ESO AND DEVELOPMENT OF A LEARNING SITUATION**

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ACADEMIC COURSE 2023/2024

## **Resumen**

En este Proyecto se recoge el Trabajo Final de Máster en Formación del Profesorado de Secundaria, Bachillerato, Ciclos, Escuelas de Idiomas, y Enseñanzas Deportivas, en la especialidad de inglés. Se lleva a cabo un análisis reflexivo y una valoración crítica de la propuesta pedagógica y programación didáctica del departamento de inglés para 4 eso del instituto IES Canarias Cabrera Pinto. Por último, se plantea una mejora de la misma y el desarrollo de una situación de aprendizaje.

## **Abstract**

This Project contains the Master's Final Project in Teacher Training for Secondary School, Baccalaureate, Cycles, Language Schools, and Sports Education, specialising in English. A reflective analysis and critical assessment of the pedagogical proposal and teaching programme of the English department for 4th year of ESO at the IES Canarias Cabrera Pinto institute is carried out. Finally, an improvement of the same and the development of a learning situation are proposed.

*Keywords:* learning situation, universal design for learning, gender equality, sustainable development goal, collaborative learning, specific competences, key competences, basic knowledges, plurilingualism, InnovAS plan

## Abbreviations

Acronym	Meaning
AC	Assessment Criteria
SC	Specific Competence
CLC	Communicative Learning Competence
CLIL	Content and Language Integrated Learning
SCC	Social and Civic Competence
DC	Digital Competence
SIE	Sense of Initiative and Entrepreneurship
UDL	Universal Design of Learning
ICT	Information and Communication Technologies
BK	Basic Knowledge
KC	Key Competence

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## 1. Introduction

According to the Organic Law 3/2020 (2020), modern society demands some competencies that enable the citizens to be engaged with a committed, intercultural and global society. Emphasis is placed on fostering communication in multiple languages to reinforce a democratic culture and facilitate mobility, internalization, and understanding in different cultures, particularly within the Europe Education Area.

The plurilingual competence is a key competence developed through Foreign Language Subject and it provides the student not only communication skills but also a better understanding of historical and multicultural diversity. In Compulsory Secondary Education, the students are expected to improve their communication skills while developing their intercultural awareness.

Since the growth of the tertiary sector (specifically tourism), learning English in the Canary Islands has become an essential skill for students. Acquiring a foreign language enhances the professional profiles of the inhabitants who are interested in working in this sector or participating in cultural exchange. Given the current situation in the Canary Islands, with the immigration of individuals from Morocco and Sub-Saharan Africa, translators are highly demanded by the public institutions in order to help the immigrants to integrate in the autonomic community.

Among the most notable initiatives, the Department of Education of the Autonomous Community of the Canary Islands implement some projects from the Area of plurilingual and Intercultural Education:

- **Plan for the Promotion of Foreign Languages (PILE)**

The Canary Islands Department of Education and Universities, following the European guidelines, has designed a plan (PILE) to foster actions in order to improve the process of foreign

language learning. This approach is focused on Content and Language Integration Learning (CLIL) and promoting plurilingualism.

These measures ensure an immersive English learning by increasing the time students are exposed to the foreign language which is integrated into different subjects. These strategies encourage the professional development of teachers in both linguistic skills and teaching methodologies.

Nevertheless, this Plan includes not only the development of English but also French through programs such as CLIL in French (*Enseignement de Matières par intégration d'une Langue Étrangère*, EMILE) and the dual Spanish-French baccalaureate qualification (*Bachibac*).

- **Content and Language Integrated Learning Plan (CLIL)**

Following the European Commission plan adopted in 2003 to promote both the language learning and linguistic diversity, the Canary Islands Department of Education, Universities, Culture, and Sports, has put into practice specific actions to improve English learning. These actions allow the student to develop the communicative competences while learning the content of a non-linguistic subject in a foreign language.

- **Language Assistant Program**

In order to put the CLIL program into practice in Canary Islands public schools, the Language Assistant Program provides these centres with the necessary staff to assist during the teaching and learning process. With this program students can embrace a broader and multicultural perspective of the language while promoting a respectful and inclusive learning environment toward other cultures.

Through this program, not only the students but also the language assistants are immersed into the knowledge and appreciation of the Canary Islands' cultural, historical, natural and social heritage.

- **Dual Baccalaureate and Baccalauréat Qualification: Bachibac**

On May 16, 2005, the Government of the Kingdom of Spain and the Government of the French

Republic signed the Framework Agreement to regulate educational, linguistic, and cultural programs in schools of both states. Article 7 of this Agreement concerns the integration of the respective Secondary Education curricula into a common mixed curriculum. With this agreement, the student who opts for this integrated study plan will obtain a double degree upon completion of Secondary Studies.



## 2. Justification

The educational program ensures that the educational process is coherent, inclusive and focused on preparing students for the 21st century. The LOMLOE describes some curricular elements that educational programs must consider in order to achieve a connection and organization of the same. Among these elements are, first of all, the objectives or achievements that the student must reach when he or she finishes basic education. On the other hand, the key competences are described where the student's performances must be collected for adequate progress and guarantee of success in the face of the challenges and challenges of today's world. For each subject or area, specific competences are established that outline the different performances of the student to apply them in different activities or situations. For this, the basic knowledge of the subject in question is necessary.

With the evaluation criteria we can know the level of success in terms of the student's performance in the situations or activities described in the specific competences. As mentioned before, it is important that in each subject or area the contents, knowledge and skills are written in the basic knowledge. In order to develop this basic knowledge, the teacher will provide different learning situations and activities where the student will be able to acquire and develop the key competences and the specific competences.

The importance of the teaching program for both the teacher and the student must be in consideration. Not only does it reduce improvisation and uncertainty, but it also avoids any type of contradictory action. On the other hand, the teacher ensures that he can be consistent with the aforementioned curricular development, having to represent all the blocks of basic knowledge. By having a prior planning of the sessions, there is an improvement in the management of class time. Within the planning of these sessions, the teacher will be able to provide different elements of analysis, review and evaluation for the teaching practice. The students will also benefit since the diversity of

rhythms, characteristics and motivations of each individual can be considered thanks to Universal Design for Learning.

In conclusion, programming not only facilitates the teaching practice, but also serves as an instrument for the planning, development and evaluation of the teaching and learning process. It allows for greater coherence and fidelity with the reference framework established by the LOMLOE and provides elements that allow for the evaluation and analysis of both the educational project and the curricular specifications.

### **3. Objectives**

This project aims to analyse the effectiveness of the teaching programme for the 4th year English subject at the IES Canarias Cabrera Pinto centre and to propose the relevant improvements that optimise the teaching and learning processes.

As for the specific objectives, the first thing to do is to identify the weaknesses, threats, strengths and opportunities of the centre's teaching programme. In this way, the clarity of the established objectives will be assessed and whether they are aligned with the curricular elements according to the Government of the Canary Islands (2023), Decree 30/2023 establishes the guidelines for the organization and curriculum of Compulsory Secondary Education and Baccalaureate in the Autonomous Community of the Canary Islands. On the other hand, the content will be examined to see if it is appropriate to the educational level and the characteristics of the students. The coherence between the content, the established objectives, the methodologies and the evaluation system will also be assessed.

As for the methodology, it will be analysed whether the strategies and the integration of technologies and digital resources in the programme favour active and inclusive learning. It is of great importance to verify that the evaluation systems proposed by the teaching programme effectively measure the expected performance of the student. If this is not the case, more precise assessment indicators will be proposed.

The final objective of this project is, after analysing the school's teaching programme, to propose improvements in innovation and the design of a learning situation. In order to achieve more personalised learning, different strategies will be proposed in the design of activities, thus responding to the diversity and educational specifications of the students. Within each session, the time planning of the activities will be optimised to achieve a logical and balanced sequencing. Within these activities, transversality will be promoted through education in values, sustainability or gender equality. With this learning situation, an attempt will be made to reinforce the key competences for the development of critical thinking in students, communication and the responsible use of digital resources.

## **4. Methodology**

The methodology used to analyse the pedagogical proposal of the IES Canarias Cabrera Pinto for 4<sup>th</sup> year of ESO I have followed the SWOT Analysis by Albert S. Humphrey (2005), who was a Management consultant at Stanford Research Institute (now SRI International). Despite Humphrey applied this methodology for business thus creating a new system for managing change, in this project the SWOT methodology is used for academic purposes.

We started as the first step by asking, “What’s good and bad about the operation?” Then we asked, “What is good and bad about the present and the future?” What is good in the present is Satisfactory, good in the future is an Opportunity; bad in the present is a Fault, and bad in the future is a Threat. Hence S-O-F-T. This was later changed to SWOT—don’t ask. (Humphrey, 2005, p.7).

Regarding Humphrey's methodology, the analysis can be divided in four steps:

- Strengths: the main goal is to identify and describe those internal aspects able to provide competitive advantages, such as technical knowledge, specialized resources, customer relationships and solid reputation.
- Weaknesses: it is important to determine and detail those internal factors that represent disadvantages, such as inefficient processes, deficiencies or lack of resources.
- Opportunities: the external circumstances should be detected and described providing a benefit to the entity, such as, the technological advances, the favourable market trends or the changes in consumer demand.
- Threats: the external factors should be also analysed being able to represent the different risks for the entity, such as unfavourable trends, the negative changes in regulation or the intense competition.

## 5. Development of the Project

### 5.1. State and Specific Regulatory Framework of the Autonomous Community of the Canary Islands

- Organic Law 3/2020, of December 29, modifying Organic Law 2/2006, of May 3, on Education, BOE no. 340, December, 30,2020.
- Law 6/2014, of July 25, Canary Islands on Non-University Education, BOC no 152, August, 7, 2014.
- Decree 30/2023, of March 16, which establishes the organization and curriculum of Compulsory Secondary Education and Baccalaureate in the Autonomous Community of the Canary Islands, BOC no. 058, March, 23, 2023.
- Decree 25/2018, of February 26, which regulates attention to diversity in the field of non-university education in the Autonomous Community of the Canary Islands, BOC no. 46, March, 6, 2018.
- Resolution no. 575/2021, of the Directorate General Regulation, Innovation and Quality, which update the protocol for the support for Trans\* students and attention to gender diversity in educational centres, public and concerted centres supported with public funds from the Autonomous Community of the Canary Islands.
- Law 1/2010, of February 26, Canary Island on Equality between women and men, BOE no 67 March,18, BOC no 45, March,5).
- Law 15/2022, of July 12, comprehensive for equal treatment and non-discrimination, BOE no 167, of July,13).

#### 5.1.1 Specific competences

According to the LOMLOE (2020), the Canary Islands' curriculum emphasizes the key competences in language learning, specifically on communication skills such as reading, listening, writing

and speaking. Both are focused on an intercultural understanding and the use of the foreign language as part of the student real world context. The integration of digital tools and authentic materials into teaching is important to improve not only the engagement of the student but also the language acquisition (Ministry of Education and Vocational Training, 2020). Despite sharing the same approach, the Canary Islands' curriculum highlights a special attention to bilingualism and regional cultural identity. The aim is to integrate local dialects and traditions into the language learning process (Canary Government, 2020).

When analysing the specific competences of the Canary Islands' Curriculum and contrast them with those detailed in the state framework regulation (LOMLOE), some differences arise.

In Competency 1 (comprehension and interpretation of the texts), the Canary Islands' Curriculum shares with LOMLOE the same evaluation criteria of extracting the general meaning and the essential ideas from various texts by the use of strategies. The Canary Islands' curriculum adds the contextualization of texts within local (Canarian) cultural experiences in order to reflect the region's linguistic diversity.

In Competency 2 (production of original texts), specifically in the evaluation criteria 2.3, the LOMLOE highlights the importance of the student strategies while producing and preparing the texts. Nevertheless, the Canary Islands' Curriculum adds the importance of the coherence and cohesion of the text considering the audience who the text is targeted.

For Competency 3 (interaction and collaboration), the LOMLOE stresses the importance of using different resources such as the repetition, the rhythm and the non-verbal language. On the contrary, the Canary Islands' Curriculum is more focused on the address of the specific communicative purposes and the respect for regional diversity, in order to strengthen personal ties.

In Competency 4 (mediation between languages), LOMLOE highlights the importance of

simplifying and explaining simple texts to bridge linguistic barriers, being possible for better communication between speakers of different languages. The Canary Islands' Curriculum adds ethic and responsibility when transmitting information with good emotional management.

For Competency 5, LOMLOE is concerned in the cognitive aspects encouraging students to know the differences and similarities of the languages. The Canary Islands' Curriculum promotes the transference of knowledge, the use of strategies in different social contexts and lexical derivation.

Finally, in Competency 6, the LOMLOE promotes respect for linguistic, cultural and artistic diversity, without forgetting inclusion, sustainability and democratic values. The Canary Islands' Curriculum promotes the local culture and language to link the Canarian heritage to other cultures in order to develop a shared culture.

### **5.1.2 Attention to students with specific educational support needs**

According to the Canary Islands Law on Non-University Education (Law 6/2014, of July,25), the Decree which regulates attention to diversity in the field of non-university education in the Autonomous Community of the Canary Islands (Decree 25/2018, of February 26) displays the measures to address diversity in Compulsory Secondary Education which are:

- Individual Curriculum Adaptations
- Programs of Curricular Diversification
- Reinforcement and Educational Support
- Transit Classrooms or Enclave Classrooms
- Individualized Transition Plans

- Use of Technological Resources and ICT
- Flexibility of Schooling
- Specific Reinforcement Programs for Compulsory Secondary Education:
  - Learning and Performance Improvement Programs
  - Attention to immigrant students or those with no knowledge of the language
  - Teacher training in inclusion
  - Family and Educational Community Participation
  - Promotion of Coexistence and Inclusion

### **5.1.3 Accompaniment to the trans student**

Canary Islands has drafted a protocol which is why it is positioned as a referent in the implementation of inclusive measures and respect of gender diversity. It promotes an educational system based on acceptance, respect and equity. This protocol is included in the Resolution no. 575/2021, of the Directorate General Regulation, Innovation and Quality, which update the protocol for the support for Trans\* students and attention to gender diversity in educational centres, public and concerted centres supported with public funds from the Autonomous Community of the Canary Islands. The document develops the key aspects of the protocol:

- Recognition of gender identity
- Safe and inclusive spaces
- Awareness and training to promote respect of gender diversity
- Bullying prevention
- Personalized accompaniment



## **5.2 Centre Contextualization**

### **5.2.1 Centre identification data**

IES Canarias Cabrera Pinto

Calle San Agustín, 48, 38201 San Cristóbal de La Laguna, Tenerife, Spain. Telephone:

922592341- 922259242

### **5.2.2 Socioeconomic and cultural information of the centre**

The IES Canarias Cabrera Pinto, located in the historic centre of La Laguna, a UNESCO World Heritage Site, comprises two buildings: a modern section inaugurated in 1985 for ESO students and a historic building designated as a Cultural Heritage Site (BIC). This building, which first became an Augustine convent during the 16<sup>th</sup> century, has served as a university, as a secondary school or as an exhibition hall, a historic archive, and administrative offices.

The socio-economic and cultural context are reflected in the school's identity which emphasizes the heritage conservation of the centre, inclusivity, and educational innovation. Since the IES Canarias Cabrera Pinto is the oldest secondary school in the Canary Islands, the centre holds a distinguished reputation and prestige.

The centre is surrounded by the Monte de Anaga Natural protected Area, finding different profiles of students, whether more urban or rural, with the majority of families having medium-high cultural levels. This centre is well known because of the inclusion of students with hearing disabilities.

Both, the families and the teachers are actively involved in the educational experience. The AMPA plays an important role in the extracurricular activities while teachers participate in different programs focused on several educational projects, such as arts, robotics, solidarity programs, and environmental education. Teachers are also immersed in the contribution of heritage preservation.

The modern pedagogical practices of the centre integrate communication and information technologies (ICT) and the education in values like equality, dignity, and sustainable development.

Methodologically, the centre promotes the active participation of the students in their own educational journeys. The lifelong learning is the cornerstone of its educational philosophy, preparing the students not only for academic future but also, shaping their personal development.

The school is linked to the following primary schools:

- CEIP Camino Largo
- CEIP Las Mercedes
- CEIP Sor Florentina
- CEIP Agustín Cabrera Díaz
- CEIP Las Carboneras

### **5.2.3 Educational Offer of the Centre**

The centre provides a broad educational offering, ranging from Compulsory Secondary Education (ESO) to Upper Secondary Education (Bachillerato), as well as a Basic Degree Training Cycle. There are also some curricular diversification programs available for 3 ESO students (first year of curricular diversification) and for 4 ESO (second year of diversification). Within the Bachillerato option, the centre offers different education modalities: Humanities and Social Sciences, Arts, Science and Technology, and a General modality. The Bachibac program is available in all the modalities offered.

Additionally, the centre offers a Basic Degree Training Cycle in Physical and Sports Activities.

### **5.2.4 Statistical Data of the Centre**

The centre has an enrolment of over 830 students. These students are divided in 5 groups for 1 ESO, 4 groups for 2 ESO, 4 groups for 3 ESO, 5 groups for 4 ESO, 1 group for 1 Curricular Diversification,

2 groups for 2 Curricular diversification, 6 groups for 1 Bachillerato and 7 groups for 2 Bachillerato. The English department is made up of 9 teachers.

### **5.2.5 TICs and Facilities**

The centre provides the following TIC equipment:

- Multimedia interactive screens
- Electronic devices: Chromebooks
- Tablets
- Laptops
- 3D printers

The centre has the following facilities:

- Biology laboratory
- Music Classroom
- Library
- Assembly hall
- Museum of Natural History
- Museum of Scientific Devices
- Museum of Anthropology and Archeology
- Sports field
- Computer classroom
- Speech therapy classroom

It should be noted that the centre, which consists of two floors, and it does not provide access for people with mobility difficulties, such as escalators, elevators, or ramps.

### **5.2.6 Centre Schedule**

The class hours are from 8:15 AM to 2:15 PM, with 6 daily lessons of 55 minutes each and with a 30 minutes break. The Bachibac students have a school day of seven hours ending the lessons at 3:30 PM. The centre will serve as the location for external classrooms of the Official Language School of La Laguna and will be open from Monday to Thursday from 4:00 to 9:00 PM.

The Education Department organizes a program called “La Laguna Educa” and provides Mathematics Workshops on Mondays and Wednesdays from 5:30 PM to 7:00 PM. These workshops are aimed at Compulsory Secondary Education students.

### **5.2.7 Organization and Operation of Centre Services**

Different services are offered by the centre such as the School Breakfast Program provided by the Ministry of Education, Vocational Training, Physical Activity, and Sports, through the Directorate General for Educational Planning, Innovation and Promotion. Students who are in a critical situation can benefit from this program whose breakfast is supplemented by the AFA budget. School transportation is provided prioritizing those students who reside in areas where public transportation is not available or with a reduced service schedule.

### **5.2.8 Centre Regulations regarding the use of mobile phones**

The regulations establish that the use of mobile phone devices during school hours is totally prohibited. This includes the entry and the exit of the centre, hours of direct teaching, time changes, recess and extracurricular and complementary activities.

The use of mobile phones was forbidden for all students at the school during the entire school day in the 2023-24 academic year. The ban will apply to both students in Compulsory Secondary Education and Baccalaureate. This ban is extended to devices linked to mobile phones. The ban during the school day includes entry and exit from the school, direct teaching hours, time changes, breaks and

complementary and extracurricular activities. The restriction includes students using school transportation during the service.

### **5.2.9 Prevention of absenteeism and school abandonment**

The centre has developed a Plan for the prevention of school absenteeism to prevent, control, register and inform, and intervene when it is necessary. If the continuous assessment is affected by the student absenteeism, alternative evaluation systems are specified in the didactic program studying each case in detail. The percentage for the loss of continuous assessment is increased up to 40% in the case of students who belong to a family in a situation of social exclusion.

### **5.2.10 Educational Project of the Centre**

The following projects are shown on the official website of the IES Canarias Cabrera Pinto centre, which are divided into three groups:

- Internationalisation
- Projects from the Department of Education
- Projects from the Cabildo de Tenerife

#### **a. Internationalisation**

The IES Cabrera Pinto is characterized for being the pioneer in the language learning due to all the linguistic programs provided such as AICLE o Bachibac or the exchange students program to Italy or France. Students are encouraged to participate on immersive linguistic scholarships offered by the Council of Tenerife.

Next, these are all the linguistic projects developed by the centre:

- CLIL, EMILE y Bachicac
- ERASMUS

- ERASMUS +
  - Apulia, Italia
  - Lucca, Italia
  - Kozalin, Polonia
- Picasso MOB
  - PACA, Limoges and Estrasburgo
- Twinning SCHOOL:
  - An email 4U Project (with Turquía and Polonia)
  - Fast Fashion Project (with Hungría)
- Exchange Program
  - Caen, Normandía

**b. Projects from the Education Department**

- “STEAM FUTURE” Project
- “Asteroid Hunters in the Canary Islands” Project
- “Science Show Canarias” Project
- “Ecological School Gardens” Project
- “Astronomy, Woman and Poetry” Project
- Plan for Centres for Positive Coexistence
- “Science Hack. Experiment and have fun” Project
- EDUROV Project: “Underwater robotics in secondary school”
- Canary Islands School Reading and Writing Congress
- “With your hands you can save lives” Project
- “Stars” Project

**c. Projects from the Cabildo de Tenerife**

- CYBER INTELLIGENCE Project. “INTERNET WITHOUT RISKS”
- Reading Committees Project.
- “PODCASTS AND CHAMELEONS” Project
- INSULAR YOUNG WRITING SCHOOL Project

## **6. Critical and reflective analysis of the centre's pedagogical proposal**

According to decree 81/2010, of July 8, of the Canary Islands government, the teaching program must plan the teaching activity following the guidelines established by the pedagogical coordination commission. This document must be included both in the framework of the educational project and in the general annual programming. Each area, field, subject or module must be specified with the sequence of objectives, content, evaluation criteria and competences for each academic year. The objective of this programming will be to organize the teaching activity and select the learning situations and experiences collected in teaching units, programming units or work units. The design of the learning situations will have the purpose of selecting activities and experiences applicable and functional for the real life of the students. In the learning situation, the different competences will be developed and acquired and a pedagogical coherence will be maintained in the actions of the teaching team. The teaching program must respond to the different needs of the students, as well as provide the curricular adaptations that will be carried out. In the case of the English subject, the department of this subject must be in charge of preparing the programming.

The teaching programming must include the following aspects for each of the areas, subjects, areas and modules:

- Specification of the objectives, the content and its temporal distribution, the evaluation criteria in each course, the basic competencies, and those aspects of the evaluation

criteria that are essential to assess academic performance and the development of the competencies.

- The teaching methodology that the teacher is going to apply, describing the materials and resources that are going to be used, considering the acquisition of the basic competences.
- The measures to address diversity and the curricular specifications to meet the needs of the student who requires them.
- The different work strategies to carry out a transversal treatment of education in values.
  - The specification of both the plans and programs of pedagogical content that are developed in the centre.
- The extracurricular and complementary activities that are going to be carried out.
  - The different assessment procedures and instruments and the criteria for both ordinary and extraordinary assessments.
  - Reinforcement or extension activities and recovery plans for those students who fail to pass some areas, subjects, modules or areas that they have not passed.
  - Procedures by which the adjustment between the design, development and results of the teaching programme can be assessed. Some variation of the established programme may be agreed due to decisions of the teaching team to respond to the educational needs of the group and must be included in the final report of the course.

### **6.1 Exit profile described in the centre's pedagogical proposal**

Next, a critical analysis is carried out and an improvement project of the pedagogical proposal



presented by the English department of the IES Canarias Cabrera Pinto for 4th ESO.

On the justification of the teaching programme we find the exit profile, which describes the different key competences that the student must have acquired at the end of basic education through the subject of Foreign Language (English). Firstly, the Plurilingual Competence, through which the student will be able to use languages in an appropriate and effective way, thus allowing both communication and its application in learning. The Plurilingual Competence not only concerns the communicative dimension but also the intercultural one. Therefore, through this subject, the student will develop the ability to value, respect and understand different cultures by carrying out intercultural communication. Apart from the Plurilingual competence and the Citizen Competence, the student will also develop the digital competence. Digital tools help to reinforce the learning, teaching and evaluation of foreign cultures and languages. Therefore, the student will learn to use technological tools appropriately, ethically and responsibly in order to develop their critical thinking and media literacy. Through this subject, the acquisition of Cultural Awareness and Expressions Competence is ensured, since the student must value and respect the different individual linguistic profiles, as well as accept cultural diversity, creating a promotion of curiosity for other languages and intercultural dialogue. The main objective will be the promotion of sustainability and democracy. The language activities and competences established by the European Council are taken as a reference. Therefore, the CEFR will be the key instrument to define, level and focus the different curricular elements.

As a future projection of the student, it is expected that he/she will be able to put basic knowledge into practice in his/her daily communicative experiences in different areas of real life (work, education, personal, social, ...). Due to the need to educate students who will be citizens of the future, the texts are on everyday topics connected to the Sustainable Development Goals (SDG) and the challenges of the 21<sup>st</sup> century.

The learning situations must be developed by the teachers in order to encourage student

autonomy and let the student be involved and responsible for his or her own learning process. This implies the development of the autonomous skills of the student. The student's repertoires, interests and emotions, as well as their specific circumstances, are taken into consideration in order to lay the foundations that ensure lifelong learning.

I would like to go into more depth with a SWOT analysis of how the output profile is proposed. Among strengths, as it was previously mentioned, the proposal accomplishes the requirements of the regulations in the autonomous community of the Canary Islands and is perfectly aligned with decree 30/2023 and. The key competences such as multilingual competence, digital competence, civic competence and cultural and artistic awareness are relevant in the proposal attempting to be focused on interculturality, promoting respect and appreciation of cultural diversity. In addition to all this, there is the integration of digital tools and ethics in their use in order to reinforce learning, teaching and evaluation, being able to develop critical thinking and media literacy. The integration of the SDGs and the challenges of the 21st century within the texts and activities is also included, using current topics to prepare the student for a globalized world. The weaknesses I have found are that the output profile, despite being well defined, is very general, and does not clearly specify how to deal with the particular needs of 4th year ESO students. On the other hand, the high dependence on digital resources can increase the risk of exclusion for those students who do not have the necessary resources for such use.

Among the opportunities we find the use of emerging technologies to strengthen language teaching and above all the approach to global education linking the contents with global issues such as the SDGs. This helps the purpose of preparing students to be actively connected and committed to the world around them. Not only the student is the only one who benefits, since with programs such as Erasmus + and other exchange projects, teachers have the opportunity to continue training in active methodologies, interculturality and digital skills.

The digital divide is one of the most notable threats, as there may be inequality in access to

devices or the Internet. On the other hand, teachers may resist the change towards digitalisation, since they have more difficulties both in their adaptation and in digital training. At the same time, the integration of the SDGs and transversal competences in teaching planning can be an exhausting task for teachers.

## **6.2. Contribution to stage objectives**

The pedagogical proposal describes how the foreign language integrates the objectives of the stage, thus contributing to the development of the students' competences. The objective that is directly linked to the subject is highlighted first: understanding and expressing one or more foreign languages in an appropriate manner. It is clarified that through the specific competences and competence blocks, other objectives are worked on explicitly or implicitly, such as gender equality and the rejection of social stereotypes of men and women, the reinforcement of affective capacities and the rejection of violence. In terms of the digital field, the aim is for the student to make correct use of information sources and develop skills in basic technologies. Objectives related to the personal and socio-cultural field are also highlighted, such as the development of critical thinking and the students' own autonomy, the appreciation, knowledge and respect for cultural aspects, for artistic creation or for heritage inheritance. Health care is also proposed as an objective in a more global sense. As regards the objective related to the development of scientific thought, the subject sets out as a strategy the use of the scientific method for the treatment of different languages with the aim of their effective use. In its multilingual dimension, the objective is established for the student to use Spanish to establish analogies and transfers to the foreign language through literary works. Finally, through the subject other objectives are promoted such as the rights and responsibilities of the students and work habits and discipline.

The pedagogical proposal then describes one by one the specific objectives for the ESO stage

taken from Royal Decree 217/2022, of March 29 (Spain, 2022):

Assume their duties responsibly, know and exercise their rights while respecting others, practice tolerance, cooperation and solidarity between people and groups, engage in dialogue, strengthen human rights as common values of a plural society and prepare for the exercise of democratic citizenship.

Develop and consolidate habits of discipline, study and individual and team work as a necessary condition for an effective completion of learning tasks and as a means of personal development.

Value and respect the difference between the sexes and equal rights and opportunities between them.

Reject stereotypes that imply discrimination between men and women.

Strengthen their emotional capacities in all areas of their personality and in their relationships with others, as well as reject violence, prejudices of any kind, sexist behaviour and resolve conflicts peacefully.

[...]

Appreciate artistic creation and understand the language of different artistic manifestations, using various means of expression and representation.

Among the strengths, the focus on transversal competences stands out. Key competences such as gender equality, critical thinking, rejection of violence and personal autonomy are encouraged. The objectives of the stage that are related to the activities of the foreign language area are also included, thus being aligned with the curriculum. Apart from the development of digital competences, multidimensionality stands out, thus covering the social, personal, scientific, artistic and cultural dimensions, thus enriching the training of students. Along with the above, these objectives promote not only respect and appreciation of cultural and artistic manifestations, but also the promotion of healthy habits and the peaceful resolution of conflicts.

Among the weaknesses is the difficulty of objectively assessing transversal competences.

Although the objectives are broad, there are no specific strategies to ensure their implementation in the classroom. To achieve these objectives, the involvement of teachers is necessary and they must be

prepared and committed to implement them effectively.

In terms of opportunities, this teaching proposal offers a basis in its objectives where values such as tolerance, cooperation and human rights are worked on. Multidimensionality allows the integration of active methodologies such as project-based learning or cooperative learning and of course the linking of foreign language teaching with other areas such as science, history, art and technology, thus reinforcing a more global and contextualized approach.

Among the threats, one could highlight the lack of resources to effectively implement the objectives, whether technological, material or teacher training itself. In addition, it could lead teachers to a situation of curricular overload, affecting the approach to the specific contents of the subject.

### **6.3 Analysis of the curricular foundations, the evaluation and the methodological foundation in the learning situations of the teaching program**

In this section, both the curricular foundations (key competences, specific competences and basic knowledge) and the evaluation and the methodological foundation of each of the learning situations will be analysed.

Before presenting the learning situations, in the teaching program a table is presented to have a more general idea of how the learning situations will be carried out for the subject of English in 4th ESO. In it, the learning situations are divided into teaching units, it indicates the timing of these, and connects them with the basic knowledge and evaluation criteria.

The organization is quite clear and the temporal breakdown of the teaching units facilitates the visualization and organization of the teachers when giving classes. It also allows a clear vision for the student of how their learning will be organized over time. The table specifies the basic knowledge that will be worked on in each unit, aligning them with the key competencies that must be developed at this stage. Regarding the assessment criteria, students will be able to know how they will be assessed in relation to the basic knowledge.

On the other hand, we can see that there is a lack of clarity in the basic knowledge since the abbreviations in that column are not clear to those people who are not familiar with these concepts (parents and students). A legend should be included at the end of the table for better understanding of the abbreviations explaining the different meanings. A brief description of the basic knowledge could also be included, thus making it more accessible. The same occurs with the assessment criteria column, which is too general and is repeated in each teaching unit, being confusing for the student who does not know exactly what is expected of him or her. It would be advisable for the assessment criteria to be explicitly described in the table or in an attached document where both students and teachers can consult which competencies will be assessed and how. The table also does not mention the key competences that are the foundation of the current educational approach. A column could be included that relates the learning situations with the key competences, promoting their transversality. Finally, I would add a link between the learning situations and the general objectives of the curriculum, thus guaranteeing a comprehensive assessment of the student and a design in line with the current educational system.

In conclusion, the table is well organized for a very general view, but it does not meet the needs of the student or the teacher. To this end, an improved table is proposed where the curricular demands are specified in a little more detail, thus being accessible to anyone. The following table (see table 1) corresponds to that proposed by the teaching program of the English department:

**Table 1.***Sequence and timing of learning situations*

<b>Learning Situation</b>	<b>Timing</b>	<b>Basic Knowledge</b>	<b>Assessment Criteria</b>
Unit 0	September	SPLW04I, SPLW04II, SPLW04III, SPLW04IV	C1, C2
Unit 1	October	SPLW04I, SPLW04II, SPLW04III, SPLW04IV	C1, C2, C3, C4, C5, C6
Unit 2	November	SPLW04I, SPLW04II, SPLW04III, SPLW04IV	C1, C2, C3, C4, C5, C6
Unit 3	December & January	SPLW04I, SPLW04II, SPLW04III, SPLW04IV	C1, C2, C3, C4, C5, C6
Unit 4	February & March	SPLW04I, SPLW04II, SPLW04III, SPLW04IV	C1, C2, C3, C4, C5, C6
Unit 5	April	SPLW04I, SPLW04II, SPLW04III, SPLW04IV	C1, C2, C3, C4, C5, C6
Unit 6	May & June	SPLW04I, SPLW04II, SPLW04III, SPLW04IV	C1, C2, C3, C4, C5, C6
Unit 7	June	SPLW04I, SPLW04II, SPLW04III, SPLW04IV	C1, C2, C3, C4, C5, C6

Note. This table shows the sequence of learning situations with their respective timing, basic knowledge and assessment criteria provided by the teaching programme of IES Canarias Cabrera Pinto.

Further on, the document shows a table (see table 2) where the learning situations are supposedly related in a more specific way to the assessment criteria. As can be seen, all the criteria for all situations are marked. Therefore, a specific link between the situations and the assessment criteria cannot be established. This can cause an assessment overload and a lack of precision in the assessment of the student's progress.

On the other hand, certain assessment criteria such as 1.3 and 6.1 are excluded, and non-existent criteria such as 3.3 and 4.3 are added. A detailed description of the criteria is also not shown, making their application in the classroom difficult.

**Table 2**

*Map: Learning Situations and Assessment Criteria*

	1.1	1.2	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1
SA 1	•	•	•	•	•	•	•	•	•	•	•	•
SA 2	•	•	•	•	•	•	•	•	•	•	•	•
SA 3	•	•	•	•	•	•	•	•	•	•	•	•
SA 4	•	•	•	•	•	•	•	•	•	•	•	•
SA 5	•	•	•	•	•	•	•	•	•	•	•	•
SA 6	•	•	•	•	•	•	•	•	•	•	•	•
SA 7	•	•	•	•	•	•	•	•	•	•	•	•

Note. This table shows the relationship between learning situations and assessment criteria provided by the teaching programme of IES Canarias Cabrera Pinto.

In another table (see table 3), the learning situations are related to the basic knowledge. But if we look closely it seems like a copy of table 2. According to Decree 30/2023, of March 16, which establishes the organization and curriculum of Compulsory Secondary Education and Baccalaureate in the Autonomous Community of the Canary Islands, the basic knowledge is divided into four dimensions:

I. Communication

II. Plurilingual

III. Interculturality

IV. Interpersonal and intrapersonal



**Table 3***Map: Learning Situations and Basic Knowledges*

	1.1	1.2	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1
SA 1	•	•	•	•	•	•	•	•	•	•	•	•
SA 2	•	•	•	•	•	•	•	•	•	•	•	•
SA 3	•	•	•	•	•	•	•	•	•	•	•	•
SA 4	•	•	•	•	•	•	•	•	•	•	•	•
SA 5	•	•	•	•	•	•	•	•	•	•	•	•
SA 6	•	•	•	•	•	•	•	•	•	•	•	•
SA 7	•	•	•	•	•	•	•	•	•	•	•	•

Note. This table shows the relationship between learning situations and basic knowledges provided by the teaching programme of IES Canarias Cabrera Pinto.

Among the strengths, there is a clear organisation and organised time planning for both teachers and students. In the tables above, the learning situations are related to the basic knowledge and assessment criteria, thus complying with the basic principles of the curriculum.

However, certain weaknesses are highlighted, such as the lack of clarity in the basic knowledge column, where the abbreviations are not understandable to people outside the educational field. The assessment criteria are generic and repetitive, with the assessment criteria column being very general and repetitive in all units, creating confusion about the specific expectations of each learning situation. Errors are also detected in the assessment criteria, with non-existent assessment criteria (such as 3.3 and 4.3) and other relevant ones that have been excluded (such as 1.3 and 6.1). The tables also do not mention or relate the learning situations to the key competences, an essential part of the current educational approach. The basic knowledge table (table 3) includes non-existent dimensions (fifth dimension).

Among the opportunities, the accessibility of the document could be improved by including a legend that explains the abbreviations used in the tables. It would also be convenient for families and students to be provided with a brief description of the basic knowledge for better understanding. In addition, it is convenient to detail the evaluation criteria applicable to each learning situation to ensure a more precise evaluation. It is important to include a table where the learning situations are directly

related to the key competencies. The established division of basic knowledge must be perfectly aligned with the legal framework in four dimensions and detail the specific sections that are worked on in each learning situation. To ensure greater curricular coherence, it is convenient to explain how each learning situation contributes to the development of the indicated competencies and criteria.

The threats presented by these tables is the confusion for students and their families due to the lack of clarity in the criteria and knowledge, generating a perception of disorganization. On the other hand, a confusing or incomplete structure affects teachers' understanding, making it difficult to implement the program in the classroom. Finally, errors in the dimensions and lack of alignment with the legal framework could result in a lack of compliance with established educational standards.

According to DECREE 30/2023, of March 16, Canary Islands, the evaluation criteria establish the level of performance expected of the student in each block and course. The learning situation is guided through these criteria for its design. The tasks, challenges, problems or projects that will be established gradually, must encourage the student to be an active agent of his own learning. To do this, guided learning, constructive self-learning and experiential learning must be combined and in turn contextualized in the rhythms and interests of the students. Through the learning situations, it is intended that the student applies the knowledge and skills acquired in the problems or challenges that may arise in his personal, work or academic future.

In addition, the proposed activities must favour different types of groupings, whether individual or group. The student must assume personal responsibilities and in turn, act in cooperation with his classmates to solve the problems or challenges posed. These challenges must promote interaction and production among the students themselves, as well as the use of resources in different formats (analogue or digital).

Learning situations must be aligned with the principles of Universal Design for Learning, thus allowing the participation of all students, even those who have difficulties in participating. It must include different forms of access to learning, thus minimising any barriers in the classroom, allowing learning to be equitable and accessible to all.

It is essential that the learning situation guarantees the acquisition of key competences through the transferability of teaching, allowing progressive learning throughout life. Not only are students prepared to achieve the objectives of the ESO and Baccalaureate stages, but to be committed, competent and participative citizens. Education contributes to students being able to respond to the challenges of the 21st century such as sustainability, social inclusion, democratic coexistence, equality, the use and mastery of technology and the possession of a broad cultural sense together with respect and appreciation of cultural, social and natural heritage.

In conclusion, the learning situation is the most effective tool for integrating the curricular elements that make up the competency blocks of the autonomous curriculum: specific competencies, evaluation criteria, operational descriptors of the Output Profile, and basic knowledge, referenced, in a general way, in the explanations of the competency blocks of the subjects or areas.

**Table 4***Learning Situation no. 1*

LS No. 1					
Curricular Foundation					
Title		Teen Spirit			
Timeframe		1st term			
Description		The student will learn to talk about his past habits and compare different generations. Narrative tenses used to and would			
Programs/ Projects					
Cross-curricular Elements		Respect for different ages and their ways of life			
Subjects Involved					
Evaluation					
Instruments				Tools	Types
Written	Presented	Technologies	Others	Rubrics	Hetero evaluation
Written test	Debates	Digital artistic creation		Checklist	Auto evaluation
	Oral test	Research paper		Teacher’s diary	
	Oral presentations			Interview	
	Research paper				
	Interview				
Methodologic Foundation					
Methods	Teaching Models	Groups	Spaces	Resources	
Expository	Basic inductive	Large groups	Ordinary classroom	Projector	
Narrative					
Oral explanations	Memorizing	Heterogeneous groups	Playground	Laptops/computers	
By Elaboration	Expositive	Homogeneous groups	Creative rooms	Multimedia	
Project based learning	Deductive	Pairs/ group of divisions		Readings	
Challenged based learning	Direct teaching			Adittio/Idoceo	
Gamification	Non-directive teaching				
Game based learning					
Expository					
Demonstrative					
Role playing					

Table 5

*Learning Situation no. 2*

LS No. 2					
Curricular Foundation					
Title		In business			
Timeframe		1st term			
Description		The student will learn to talk about himself and create a curriculum and a company. Present perfect			
Programs/ Projects					
Cross-curricular Elements		Respect for other ideas			
Subjects Involved					
Evaluation					
Instruments				Tools	Types
Written	Presented	Technologies	Others	Rubrics	Hetero evaluation
Written test	Oral test	Multimedia creation		Teacher’s diary	Auto evaluation
CV	Oral presentations Interview				Co-evaluation
Methodologic Foundation					
Methods	Teaching Models	Groups	Spaces	Resources	
Expository	Basic inductive	Large groups	Ordinary classroom	Projector	
Narrative					
Oral explanation	Memorizing	Homogeneous groups	Playground	Laptops/computers	
By Elaboration	Expositive		Creative rooms	Multimedia	
Project based learning	Deductive			Readings	
Gamification	Direct teaching			Adittio/Idoceo	
Game based learning	Non-directive teaching				
Expository	Concepts formation			Gaming platform	
Demonstrative					
Role-playing					

Table 6

*Learning Situation no. 3*

LS No. 3					
Curricular Foundation					
Title		Planet earth			
Timeframe		2nd term			
Description		Understanding the importance of caring of the environment. Future tenses			
Programs/ Projects					
Cross-curricular Elements		Take care of the planet			
Subjects Involved					
Evaluation					
Instruments				Tools	Types
Written	Presented	Technologics	Others	Rubrics	Hetero evaluation
Written test				Teacher’s diary	Auto evaluation
Methodologic Foundation					
Methods	Teaching Models	Groups	Spaces	Resources	
Expository	Basic inductive	Large groups	Ordinary classroom	Projector	
Narrative					
Oral explanations	Memorizing	Homogeneous groups	Playground	Laptops/computers	
By Elaboration	Expositive	Pairs/ group of divisions		Multimedia	
Project based learning	Deductive	Heterogeneous groups		Readings	
Game based learning	Concepts formation			Adittio/Idoceo	
Expository	Direct teaching			Gaming platform	
Demonstrative	Non-directive teaching				

**Table 7***Learning Situation no. 4*

LS No. 4					
Curricular Foundation					
Title			Picture this		
Timeframe			2nd term		
Description			Using manners to learn how to speculate about the past and the future.		
Programs/ Projects					
Cross-curricular Elements			Development of empathy by others’ artistic creations and different lives		
Subjects Involved					
Evaluation					
Instruments				Tools	Types
Written	Presented	Technologies	Others	Rubrics	Hetero evaluation
Written test	Debate	Digital artistic creation		Teacher’s diary	Auto evaluation
	Oral test	Research paper		Checklist	
	Presentation			Interview	
	Interview				
	Paper research				
Methodologic Foundation					
Methods	Teaching Models	Groups	Spaces	Resources	
Expository	Basic inductive	Large groups	Ordinary classroom	Projector	
Narrative					
Oral explanations	Memorizing	Homogeneous groups	Playground	Laptops/computers	
By Elaboration	Expositive	Pairs/ group of divisions		Multimedia	
Project based learning	Deductive	Heterogeneous groups		Readings	
Game based learning	Concepts formation			Adittio/Idoceo	
Challenge based learning	Direct teaching			Gaming platform	
Expository	Non-directive				
Demonstrative	teaching				

**Table 8***Learning Situation no. 5*

LS No. 5					
Curricular Foundation					
Title		Survival			
Timeframe		2nd term			
Description		The student will learn about survival and talk about hypothetical scenarios in life. Conditionals			
Programs/ Projects					
Cross-curricular Elements		Avoid arguments and respect the speaking turns and opinions of others			
Subjects Involved					
Evaluation					
Instruments				Tools	Types
Written	Presented	Technologies	Others	Rubrics	Hetero evaluation
Written test	Debate	Digital artistic creation		Teacher's diary	Auto evaluation
Movie review	Oral test	Research paper		Checklist	
	Presentation Interview Paper research			Interview	
Methodologic Foundation					
Methods	Teaching Models	Groups	Spaces	Resources	
Expository Narrative	Basic inductive	Large groups	Ordinary classroom	Projector	
Oral explanations	Memorizing	Homogeneous groups	Playground	Laptops/computers	
By Elaboration	Expositive	Pairs/ group of divisions		Multimedia	
Learn to think	Deductive	Heterogeneous groups		Readings	
Game based learning	Concepts formation			Adittio/Idoceo	
Challenge based learning	Direct teaching			Gaming platform	
Expository Demonstrative	Non-directive teaching				



Table 9

*Learning Situation no. 6*

LS No.6					
Curricular Foundation					
Title			News travels fast		
Timeframe			3rd term		
Description			Learning to transmit news. Reported speech		
Programs/ Projects					
Cross-curricular Elements			Respect for the feelings of others		
Subjects Involved					
Evaluation					
Instruments				Tools	Types
Written	Presented	Technologies	Others	Rubrics	Hetero evaluation
Written test	Debate	Digital		Teacher's diary	Auto evaluation
		artistic creation			
Others	Oral test	Research paper		Checklist	
	Presentation			Interview	
	Interview				
	Paper research				
Methodologic Foundation					
Methods	Teaching Models	Groups	Spaces	Resources	
Expository	Basic inductive	Large groups	Ordinary classroom	Projector	
Narrative					
Oral explanations	Memorizing	Homogeneous groups	Playground	Laptops/computers	
By Elaboration	Expositive	Pairs/ group of divisions		Multimedia	
Learn to think	Deductive	Heterogeneous groups		Readings	
Game based learning	Concepts formation			Adittio/Idoceo	
Challenge based learning	Direct teaching			Gaming platform	
Expository	Non-directive teaching				
Demonstrative					

Table 10

*Learning Situation no. 7*

LS No.7					
Curricular Foundation					
Title			Future living		
Timeframe			3rd term		
Description			Adjectives to describe technology, constructions and materials. Passive and quantifiers		
Programs/ Projects					
Cross-curricular Elements					
Subjects Involved					
Evaluation					
Instruments				Tools	Types
Written	Presented	Technologies	Others	Rubrics	Hetero evaluation
Written test	Debate	Digital artistic creation		Teacher's diary	Auto evaluation
Others	Oral test	Research paper		Checklist	
	Presentation			Interview	
	Interview				
	Paper research				
Methodologic Foundation					
Methods	Teaching Models	Groups	Spaces	Resources	
Expository	Basic inductive	Large groups	Ordinary classroom	Projector	
Narrative					
Oral explanations	Memorizing	Homogeneous groups	Playground	Laptops/computers	
By Elaboration	Expositive	Pairs/ group of divisions		Multimedia	
Learn to think	Deductive	Heterogeneous groups		Readings	
Game based learning	Concepts formation			Adittio/Idoceo	
Challenge based learning	Direct teaching			Gaming platform	
Expository	Non-directive				
Demonstrative	teaching				

After observing the different learning situations, there are some aspects that do comply with the regulations. The timing of the learning situations is divided into 3 periods, corresponding to the 3 quarters of the course: 1st quarter, learning situations 1 and 2; 2nd quarter, learning situations 3, 4 and 5; and 3rd quarter, learning situations 6 and 7. As we could see in table 1, an initial learning situation was named corresponding to unit 0, which is not reflected in the schedule. On the other hand, I think it would be more appropriate to divide them by weeks as required by the current regulations, so that the student has a more specific plan and can organize.

Regarding the content of the approach to learning situations, I have analysed the following points using the SWOT method.

First of all, the strengths that I would like to highlight in these learning situations are the different active methodologies used in each learning situation including project-based learning, gamification and challenge-based learning. It can be observed using a variety of instruments to assess the progress of the students. Written tests, debates, oral presentations, interviews, research and multimedia creation are some of them that are mentioned in the learning situations. Several assessment methods are incorporated, such as self-assessment, peer assessment and hetero-assessment. The learning situations aligned with the legal frame because of the inclusion of transversal elements such as care for the environment, intergenerational respect, sustainability and empathy. In all the learning situations, different digital tools are detailed, such as laptops, digital platforms and assessment and monitoring applications such as Adittio and Idoceo. Finally, the promotion of transferable skills that are useful in the student's personal, academic and professional life is also observed.

However, among the weaknesses to highlight is the lack of specificity in the curriculum as the key competencies, assessment criteria and basic knowledge that will be worked on in each unit are not detailed. The activities are not concrete as they do not specify how the objectives set are achieved through them. It is also not specified how diversity in the classroom will be addressed through the

Universal Design for Learning system. Therefore, it would be beneficial to detail the adaptations, whether with resources or activities that will be used for these students with specific educational needs. None of the learning situations are linked to programs, projects, or thematic axes. The educational spaces are restricted since the only sources are the ordinary classrooms, playground or creative rooms, without exploring other environments such as laboratories, or libraries.

Some opportunities can be brought by linking the didactic units with educational programs and projects. The CANARIA-InnovAS Network aims to improve the learning process through innovative and creative proposals in the organizational, pedagogical, participation and professional areas. These schematic axes are available to all public centres, promoting inclusive practices in education and demonstrating the commitment to sustainability and care for people and the environment. The following axes can be linked to the learning situations: health promotion and emotional education, environmental education and sustainability, equality and affective sexual and gender education, linguistic communication, cooperation for development and sustainability, linguistic communication, school libraries and radios, Canarian social, cultural and historical heritage and family and educational participation. Some innovative tools can be incorporated such as Kahoot, EdPuzzle, Canva and Padlet to diversify teaching and assessment. The spaces used can be expanded thus promoting activities or learning in external environments, visits to other buildings and companies, museums, nature reserves, etc.

I consider some threats in the analysis of the learning situation. The first one is the disconnection with regulations due to not achieving the legal requirements. The key competencies, assessment criteria and gradual activities are not included in the planning according to the official curriculum. Another threat is the barriers to inclusion since UDL principles are not applied correctly. And the last one, the superficiality in transversality. There are no explanations of how the activities will be connected with transversal elements.

#### 6.4 Extracurricular activities

The educational programme describes two extracurricular activities which are linked to the axes of the InnovAS Network. On the one hand, the activity that will take place in the second term of the course during the week before Easter is described. This activity called “Following the British footprint” consists of a guided visit to the Anglican Church, Library and Litre Site in Puerto de la Cruz and is linked to the Communication and Heritage axis of the InnovAS Network. This activity is related to all learning situations. The second activity will take place in June and is called “English days”. This activity is linked to the Communication and CLIL axis of the InnovAS Network. This activity is related to all learning situations as well.

Both activities are related to all learning situations, which is very general and such a link is not clear. By not describing what the activity consists of, the objectives, development and the final product, it is difficult to establish this link.

One of the strengths is the link with the InnovAS Network. Both activities are aligned with the Communication, Heritage and CLIL (Content and Language Integrated Learning) axes, which enriches the connection between the curriculum and innovative strategies. Another strength is the relationship of activities with learning situations allows for a transversal approach in teaching. Some of the activities such as “Following the British footprint” encourages students to connect with local and cultural heritage, promoting identity and historical appreciation, thus fostering the student to interact with the environment. Both activities reinforce the use of the English language in real contexts, improving students’ communication skills.

As weaknesses, I point out the lack of details on objectives, development and final products of the activities, making it difficult to integrate them with learning situations and their evaluation. Likewise relating activities to “all learning situations” is not very specific, which can limit their relevance and pedagogical effectiveness. In addition, the lack of specific planning since there is no mention of how

preparation will be carried out, what resources will be needed or how results will be assessed.

The extracurricular activities described offer an opportunity to strengthen students' educational impact. There is an important chance to incorporate tasks such as projects, presentations or reflections at the end of each activity connecting experiences with curricular learning. Visits and practical activities can motivate students and improve knowledge retention because of the inclusion of experts or specialized guides in them. And even better, these activities can position the educational centre as a reference in the implementation of the axes of the InnovAS Network.

The main threats of these activities lie in the lack of clarity in the curricular relationship. If a specific and tangible connection is not established with the learning situations, the activities can be perceived as accessory rather than essential. Moreover, students with access difficulties (due to location, resources or time) can be excluded from the activities fostering an unequal participation.

### **6.5 Attention to diversity**

The starting point of the teaching program specifies the students with specific educational support needs: a student with visual impairment, another student with severe conduct disorder, a student with autism spectrum disorder, a student with attention deficit-impulsive and hyperactive disorder, another student with mixed attention deficit disorder and a student with high intellectual abilities.

The centre's document establishes the different general strategies to be implemented to attend to NEAE students, which are:

Open pedagogical approach, with different instruments and methodologies, resources and formats.

Design tasks so that they adapt to the student's motivations where their learning is functional.

The evaluation criteria will be adjusted as well as the instruments depending on the type of

adaptation.

Integrate students into work teams in the classroom group always under the supervision of the teacher.

The work materials will have a logical, sequential, clear and precise structure where the instructions are supported by images and icons for easy understanding.

Plan different strategies to reinforce and expand.

Use the splits to attend to the student in a more personalized way

Although the different profiles of NEAE students are mentioned, at no time do they describe individualized strategies or specify the degree of adjustment necessary for the curriculum. As they are very general strategies, they are not linked to the Universal Design for Learning as required by Decree 25/2015, of February 26, which regulates attention to the diversity of students in the Autonomous Community of the Canary Islands. It is mentioned that the evaluation criteria and instruments will be adapted, but the equity in the evaluation process is not detailed as stated in Decree 25/2015 of the Government of the Canary Islands. There is also no mention of adapted technologies, active methodologies or inclusive assessment where greater active participation of NEAE students is promoted.

To better address diversity, it would be ideal to incorporate Universal Design for Learning, adapting tasks, resources and assessments under these principles. It would also be necessary to ensure that technologies are assisted and resources adapted to different needs.

On the other hand, individual learning objectives should be established that follow the curricular line but are adapted to different needs. It is important to include in the program specific examples of how active methodologies will be applied based on the activities and tasks proposed in the learning situations.

Among the positive aspects, the recognition of diversity in student profiles and attention to their specific educational needs stand out. Also relevant is the intention to use an open pedagogical

approach, the commitment to adapt assessment criteria, and the desire to integrate students into work teams in the classroom. In addition, the planning to use structured materials that include visual support is mentioned, which can facilitate understanding and learning.

Despite all the strengths mentioned, certain weaknesses are also identified in the proposal. For example, individualized strategies to address specific student profiles are missing, as well as detailed specifications on curricular adaptations. The proposed strategies seem generic and are not clearly linked to Universal Design for Learning. In addition, the use of assistive technologies is not mentioned and the description of active methodologies is limited. Likewise, it is not explained in detail how an equitable evaluation process will be carried out.

Nonetheless, various opportunities arise that could strengthen the proposal. These include the possibility of implementing Universal Design for Learning, incorporating support technologies, and developing more specific and personalized learning objectives. Inclusive assessment methods could also be created and active methodological approaches improved to encourage greater student participation.

Finally, it is important to consider the potential threats that may arise in addressing diversity, such as the risk of non-compliance with Decree 25/2015, which could lead to educational inequalities, or the possibility that the proposed generic strategies may be inadequate for students with special needs, which could limit their effectiveness and create learning barriers for those with diverse profiles.

## **6.6 Evaluation**

The teaching programme specifies that assessment is the foundation for the teaching-learning process. The main objective is the integration of assessment into the design of learning situations, as seen in the previous section, highlighting the assessment of competencies.

It is specified that assessment will be continuous, formative and integrative, managing to detect the acquisition of content in students and provide an individualised response through the application of support measures. Assessment is seen as something constant and systematic that allows for lasting and



positive changes in students.

Assessment is divided into three stages throughout the course:

- Initial: this is carried out at the beginning of each learning situation through assemblies, debates and open questions.

- Continuous: assessment is carried out through the activities developed during the learning situations.

- Final: at the end of the learning situation, an assessment is carried out through practical cases.

Below we clarify some important aspects such as the initial diagnostic assessment that is carried out at the beginning of each learning situation and the formative assessment during the unit with constant feedback.

On the other hand, it clarifies that they are guided for this assessment by the basic kit offered by the Ministry of Education. The importance of the latter lies in the fact that the document is the result of the reflection and consensus of the General Directorate of Planning, Innovation and Quality, the Education Inspection and the Canary Agency for University Quality and Educational Assessment.

Regarding the assessment criteria, an average is made between the 12 assessment criteria included in the different specific competences, being necessary to obtain an average of 5 to pass the subject. The 12 criteria will be worked on throughout the course. In each assessment, the 4 skills of oral and written comprehension and oral and written production are dealt with. The criteria related to strategies or the criteria of plurilingualism where the strategies of metacognition and interculturality are included are evaluated together with other criteria.

The teacher may choose the appropriate assessment instrument that shows the scope of these criteria, adding more value to this instrument than to others. These instruments can be verified in the teacher's notebook. In order to pass the subject, the student must achieve a "sufficient" score in the final grade for the course. If the student does not pass the subject, a Reinforcement and Recovery Plan

for Pending Subjects must be carried out during the next school year, as stated in the corresponding section of this PD. The assessment of competencies is directly related to the assessment of learning criteria, as stipulated in current regulations. The assessment methodology consists of a consensus by the teaching team where the criteria will be shared where the degree of acquisition of the competency will be assessed. The grade obtained in the subject and the grade of the degree of development and acquisition of key competencies are coherently related.

The pedagogical proposal establishes some plans which include the strategies for reinforcement and recovery. The evaluation must be part of the continuous training of the students. Thus, the detection of learning difficulties must be accompanied by educational support measures that help the students to overcome them:

Partial evaluations

Repetition of learning of the criteria in the Learning situations

At the beginning of each school year, the teachers will inform the students and their families of the reinforcement and support measures for subjects not passed in the current year:

The students will be given physical materials and/or will be uploaded to the virtual classroom in case the evaluation criteria is not passed.

Reinforcement and support measures provide the students some extra review activities, which will be available to them physically or in the virtual classroom, once the evaluation has finished.

English is a cyclical subject and works on learning in a spiral, so it will serve as reinforcement and recovery for all students who need it.

In addition, measures will be taken to attend to those students who require more specific attention. principle of inclusiveness and Universal Design for Learning (UDL).

In case of students who do not promote there is a specific support and reinforcement plan proposed by the teaching team of the previous course.

The regulations stipulate that alternative evaluation systems will be used based on the curricula themselves and approved by the Pedagogical Coordination Commission (CCP) for the evaluation of absentee students:

Failure to attend tests. Only those tests for which the student presents the teacher with a justification in time and form will be repeated.

Prolonged absence from class for health reasons. Students who are unable to attend class will be provided with course material via email and/or virtual classroom: notes, assignments, etc., and will be kept informed of the progress of the course while they are absent. If the student's situation allows it, they may carry out, if their teacher requests it, a presentation/assignment/interview/test, etc. via videoconference. In turn, the student will use the aforementioned means: email and/or virtual classroom, to send the subject teacher the exercises/presentations made that will be used for their subsequent evaluation.

The evaluation of the teaching practice will be carried out through the three evaluation agents (self-evaluation, peer evaluation and hetero-evaluation). The first involves a reflection by the teacher at the end of each term, guided by the items included in the table "Evaluation tool on teaching practice". The same will be done among the members of the department, as a peer evaluation. Finally, a reverse hetero-assessment process will also be carried out, through which the teachers will ask the students for their opinion regarding the aspects they consider of the referenced table, with the aim of improving the pedagogical design and incorporating it into the adjustment assessment.

In the analysis of the evaluation I would like to highlight some strengths such as the comprehensive and continuous approach. The assessment is systematic, integrative and formative, which ensures constant monitoring of student progress. There is also a complete inclusion of key competencies including the criteria related to metacognitive strategies, multilingualism and

interculturality, promoting holistic learning. The assessment system of the centre applies specific support and reinforcement measures according to the needs of the students, respecting the principles of Inclusion and Universal Design for Learning (UDL). A significant point is the reinforcement plan that the proposal provides for the recovery of pending subjects and attention to learning difficulties. There is consistency with current regulations and the guidelines issued by the Ministry of Education.

When analysing weaknesses, I highlight that the implementation of a continuous assessment, with multiple stages and tools, can be an overload for the teaching staff. Since there could be some students with limited access to technology, the virtual reinforcement activities can be a barrier for them.

The criteria for assessing competencies is not specific so it can be interpreted subjectively, which could affect uniformity in grading.

As opportunities, the implementation of technology provides some facilities to access materials and activities. There is also a constant focus on formative feedback and it can generate significant improvements in the acquisition of competencies by students. Furthermore, the early communication with families about reinforcement measures encourages active participation in the educational process. Alternative assessment systems for absent students ensure that they do not fall behind in their learning. Finally, the evaluation of teaching practice offers opportunities for pedagogical improvement and updating.

With regard to threats, budgetary or training constraints may make it difficult to properly implement support measures. The same thing could happen with teachers when implementing technology as an assessment tool, it may face resistance by those who do not have adequate digital training. At some point, continuous assessment and remedial plans may be overwhelming for certain students and teachers as well. Eventually, the effectiveness of remedial plans depends on the commitment of the student and their family environment, which is not always guaranteed.

### **6.7 Development of values related to equity and diversity.**

The program adopts an inclusive approach when designing activities, resources, and strategies that address student diversity. These include the Universal Design for Learning (UDL). The activities are open and tailored to individual abilities to facilitate participation and success for all. Attention to Special Educational Needs is also included since specific curricular adaptations, accessible materials, and individualized supervision is regarded. The individual differences are recognized as a strength and encourages integration, thus highlighting the importance of an educational environment.

Through the teaching of English as a foreign language, some competences are developed such as linguistic competences and intercultural competence. It broadens respect for different cultural perspectives valuing not only one's own but also other languages and cultures. In order to promote sustainability and strengthen democratic values the intercultural dialogue is presented as a key tool.

The program also fosters respect for gender equality and social diversity through activities which include cross-cutting elements that reject gender stereotypes and promote equal rights and opportunities. Tolerance and cooperation are reinforced by forming heterogeneous groups promoting interaction between students with different genders, backgrounds and abilities.

Methodological adaptations are provided such as cooperative learning, group projects and gamification dynamics. They are designed to respect individual differences and motivate all students.

### **6.8 Development of ethical values**

The program's activities not only focus on academics but also strive to instill values such as respect, social commitment, and active participation in society. The centre's goal is to develop responsible citizens capable of integrating into their surroundings. Learning situations are based on these values, reinforcing the importance of dialogue in resolving conflicts and improving relationships through the coexistence, fostered through group work. The program also highlights the importance of responsible, ethical and safe use of technology. This includes:

- Awareness of the effects of online behaviour.
- Critical evaluation of information sources to avoid misinformation.
- Reflection on the ethical impact of digital actions.

Throughout the document we see how the programming is focused on developing an ethical perspective through which topics such as gender equality, the peaceful resolution of conflicts through dialogue and the elimination of prejudices in coexistence in the classroom and the centre are addressed.

The activities included promote not only democratic principles such as cooperation, solidarity and respect, but also critical reflection and debate on current issues. This is achieved through:

- The incorporation of learning situations that explore global challenges such as sustainability and the environment.
- Dynamics where different moral issues are discussed and the students should decide what to do in each case.

Through these activities the students will be able to develop their affective capacities. The methodology used by the program is focused on the rejection of violence, promotion of empathy and tolerance to different points of view.

## 7. Learning situation

### 7.1 Justification

This learning situation is designed for the 4th year of compulsory secondary education in the classroom and aims to raise awareness among students about a current problem such as gender violence. This topic will be addressed through activities connected to the contents of the Sustainable Development Goals, specifically, Gender Equality (SDG 5). The objective of this learning situation is not only to learn the language but also to promote critical thinking and communication skills. Values such as inclusion, equity and respect for human rights will be the basis of all the activities designed. Students will also be able to develop language skills in real contexts adapted to the needs of all students.

### 7.2 Legislative frame

- Decree 30/2023, of March 16, establishing the organization and curriculum of Compulsory Secondary Education and Baccalaureate in the Canary Islands.
- Government of the Canary Islands. (2010, February 26). Law 1/2010, of February 26, Canary Islands, on Equality between Women and Men. Official Gazette of the Canary Islands (BOC). <https://www.boe.es/buscar/act.php?id=BOE-A-2010-4105>
- Government of the Canary Islands. (2014, July 25). Law 6/2014, of July 25, Canary Islands, on Non-University Education. Official State Gazette (BOE). <https://www.boe.es/buscar/pdf/2014/BOE-A-2014-9901-consolidado.pdf>
- Government of the Canary Islands. (2021, June 7). Law 2/2021, of June 7, on social equality and non-discrimination based on gender identity, gender expression and sexual characteristics. Official State Gazette (BOE). [https://www.boe.es/diario\\_boe/txt.php?id=BOE-A-2021-11382](https://www.boe.es/diario_boe/txt.php?id=BOE-A-2021-11382)
- Government of the Canary Islands. (2023, March 16). Decree 30/2023, of March 16, establishing the organization and curriculum of Compulsory Secondary Education and Baccalaureate in the Canary Islands. Legal News. [https://noticias.juridicas.com/base\\_datos/CCAA/749845-d-30-2023-](https://noticias.juridicas.com/base_datos/CCAA/749845-d-30-2023-)

[de-16-mar-ca-canarias-ordenacion-y-el-curriculo-de-la-educacion.html](#)

- Law 1/2010, of February 26, Canary Islands, on Equality between Women and Men.
- Law 2/2021, of June 7, on social equality and non-discrimination based on gender identity, gender expression and sexual characteristics.
- Law 6/2014, of July 25, Canary Islands, on Non-University Education.
- Organic Law 3/2020, of December 29, modifying Organic Law 2/2006, of May 3, on Education, BOE no. 340, December, 30,2020.

### **7.3 Curricular Foundamentation**

The Learning Situation is aligned with the following assessment criteria of the English curriculum:

- Criterion 1.1: oral and written understanding of texts based on real situations.
- Criterion 2.2: oral and written production of texts according to the context and communicative purpose.
- Criterion 3.1: participate appropriately in oral interactions respecting the respective turns showing empathy for others points of view.

### **7.4 Diversity attention**

Adapted activities have been designed to guarantee the inclusion and learning of all students:

ADHD: Use of activities with short times and clear objectives to maintain attention. TEA: Clear instructions, visual supports, and quiet spaces to avoid sensory overload. Visual impairment: Accessible resources, read aloud, and adapted digital tools. High abilities: Extended tasks that foster creativity and critical thinking.

### **7.5 Development of values related to equity and diversity**

The main goal in this Learning Situation is the development of values such as inclusion, equity and respect for human rights which are the basis of all the activities designed. In the Canary Islands, as



in the rest of Spain, gender violence and inequality continue to be a problem that must be addressed. It is important to promote these values both to students and to families in order to resolve this problem in a peaceful and reflective way. It is intended that the student not only be based on these learned values but also be able to make decisions and act accordingly in his or her real life.

### **7.6 Development of ethical values**

The analysis of real cases and the creation of awareness campaigns foster empathy and ethical reflection. Students face dilemmas and situations that invite them to consider the effects of gender violence and to develop responsible attitudes committed to human rights.

### **7.7 Evaluation**

The evaluation of this Learning Situation includes:

- Formative evaluation: Systematic observation of progress during activities.
- Summative assessment: Analysis of final products such as slogans, debates and digital campaigns.

Types of assessment:

- Heteroassessment: Grading by the teacher.
- Co-assessment: Exchange of feedback between students.
- Self-assessment: Individual reflection on their learning and achievements. Rubrics, checklists and reflective journals are used to assess the achievement of the objectives and competencies set.

**Table 11***Learning situation 1.*

<b>LS 1</b>						
<b>Understanding and Preventing Gender-Based Violence</b>						
In this SA, students will learn to reflect on the social impact of gender violence, identifying its causes and consequences, through the analysis of texts and videos, group debates, and the creation of an awareness-raising message in English.						
Learning will be developed through work on the basic knowledge of understanding and producing oral and written texts related to SDG 5 (Gender Equality).						
The final product will be an awareness-raising campaign in English that students will present in teams. This work encourages empathy, critical thinking, and the use of communication skills.						
<b>CURRICULAR BASIS</b>						
<b>Specific competencies (SC)</b>	<b>Assessment criteria (AC)</b>	<b>Operational descriptors of key competencies.</b>	<b>Basic knowledges</b>	<b>Assessment techniques</b>	<b>Assessment tools</b>	<b>Assessment instruments</b>
SC1. Understand oral and written texts in English.	AC1.1 AC1.3	CLC1 SCC1	I.1. Use of strategies in texts production. I.2. Apply knowledge in mediation. I.4. Use of contextual models and discursive genres.	Systematic observation, Survey.	Checklists Rubrics	Questionnaires analysis of answers to questions about texts.
SC2. Produce oral and written texts adapted to the communicative purpose.	AC2.1 AC2.2 AC2.3	CLC2 SCC3 DC1	II.1. Use of strategies to answer effectively and fluently. II.3. Use of strategies for auto evaluation.	Analysis of production s. Autoevaluation	Rubrics Checklists.	Oral presentations and final texts.
SC3. Actively participate in group discussions. SC4. Mediate in everyday situations to explain concepts or simplify	AC3.2 AC4.2	CLC4 SCC2 SIE1	III.3: Use of discursive strategies for debate. VI.3 Respect for others opinions.	Systematic observation.	Rubrics	Analysis of participation in debates instruments

messages and  
transmit  
information

Products	Types of evaluation according to the agent
Slogans and posters	Hetero evaluation
Debate performance	Co evaluation
Videos and slideshows	Auto evaluation
Group presentations	

#### METHODOLOGICAL BASIS

Methodology	Groupings	Spaces	Resources
Cooperative learning.	Heterogeneous groups (HETG).	Classroom.	Web resources.
Project-based learning.	Working in pairs (WPAR).	ICT classroom.	Computers and mobile devices.
Thinking design		Library.	Projector and IWB.
			Adapted texts.
			Videos about campaigns.

#### Treatment of transversal elements and Strategies to develop education in values

- Promotion of gender equality and respect for human rights

Aligned with the guidelines of the Canary Islands Department of Education, this Learning Situation promotes gender equality through activities that promote critical reflection on existing roles, stereotypes and inequalities. The importance of respect for human rights will be addressed, integrating the gender perspective in the productions and debates developed by the students.

- Awareness-raising towards the prevention of gender violence

Students will analyse real cases and situations that illustrate gender violence, assessing its causes, consequences and possible solutions. This awareness-raising will be carried out through the reading and discussion of authentic texts, guided debates and the creation of awareness-raising campaigns, fostering empathy and active involvement in the prevention of this type of violence.

- Use of inclusive approaches and adaptations according to the specific needs of students

Active and equitable participation of all students will be guaranteed through:

- Methodological adaptations: Use of accessible technological tools, differentiated activities and materials tailored to specific needs.

Inclusive approaches: Cooperative work in heterogeneous groups to take advantage of individual strengths, allowing each student to contribute to the project from their abilities.

Attention to diversity: Personalized strategies will be implemented for students with ADHD, ASD, visual impairment or high abilities, ensuring a safe and enriching learning environment.

#### Programs, Plans and thematic axes of the RED CANARIA-InnovAS

- Link with the Equality Axis and Affective-Sexual Education
- Relationship projects in the classroom related to SDG 5

#### Complementary and extracurricular activities

- Invitation from a gender equality expert to give a talk in English.
- Visit to an exhibition or institution related to the topic.

Link with other areas/subjects/scopes:	
Social Sciences: Analysis of the historical evolution of women's rights.	
Education in Ethical Values: Critical reflection on inequality and gender violence.	
Adjustment Assessment	
Development	Improvement proposals
Adequate timing and varied resources, adapted to the specific needs of the students.	Include more multimedia resources to capture the attention of students with ADHD.
The activities encourage cooperative learning and critical reflection.	Propose in-depth activities for students with ALCAIN, such as advanced debates or data analysis.

**Table 12***Task 1 Creating slogans for an awareness campaign*

<b>TASK 1: Creating slogans for an awareness campaign</b>			
<b>Task description:</b>			
Students will create slogans in English to raise awareness about gender violence after have watched different slogans from awareness gender violence campaigns. They will incorporate modals or imperatives to express obligation and prohibition.			
<b>Timing:</b>	<b>Space distribution:</b>	<b>Resources and materials needed:</b>	<b>Students' distribution:</b>
1 session (50 minutes)	Classroom with areas for collaborative work in groups.	<p>Examples of slogans in English that include modals and imperative.</p> <p>Videos with examples using modals or imperatives to do slogans.</p> <p>Laptops or tablets to create digital drafts.</p> <p>Whiteboards for brainstorming.</p>	Small heterogeneous groups (3–4 students per group).
<b>Educational response measures for inclusion:</b>		<b>Task evaluation:</b>	
ADHD: Use of mindmap with clear steps and time to maintain focus.		Teacher assessment: Use of a rubric that assesses the correct use of modals and the present perfect in the slogans.	
TEA: Provide visual templates with model phrases for the slogans.		Peer assessment: Feedback between groups to identify the most impactful slogans.	
Visual impairment: Read aloud the examples and use accessible digital tools.		Self-assessment: Written reflection on how they chose the words and verb tenses	
High abilities: Propose the creation of an advanced slogan with complex grammatical structures.			

Note: see Annexe I to access Task 1 resources and Annexe II to access Task 1 assessment tools.

**Table 13***Task 2 Analysis and debate on gender stereotypes*

<b>TASK 2: Analysis and debate on gender stereotypes</b>			
<b>Task description:</b>			
Students will analyse cases of gender stereotypes and discuss the pros and cons in a guided debate. In the first session, they will read a text about the topic and answer some reflection questions. Then, they will use conditionals to pose hypothetical scenarios to complete the “fill the gap exercises”. At the end of this session, they will create a mind map or visual diagram in pairs explaining how gender stereotypes are presented in society in Canva. In the second session, the debate will take place forming two groups with the pros and the cons.			
<b>Timing:</b>	<b>Space distribution:</b>	<b>Resources and materials needed:</b>	<b>Students’ distribution:</b>
2 sessions (50 minutes each).	Classroom adapted for debates (chairs in a circle or semicircle).	Texts with real cases in English that include examples of conditionals. Grammar exercises.  Guiding questions for the analysis of the cases.	In pairs for session 1  2 groups for the debate for session 2
<b>Educational response measures for inclusion:</b>		<b>Task evaluation:</b>	
ADHD: Use of graphic organizers to structure arguments.		Teacher assessment: Observe the correct use of conditionals and passive voice during the debate.	
TEA: Provide examples of predictable responses to reduce anxiety in the debate.		Group assessment: Reflect on the quality of teamwork.	
Visually impaired: Read aloud the cases and recordings of the debate.		Self-assessment: Journal entry about their participation and what they learned.	
High abilities: Assign leadership roles in the debate or allow them to explore innovative solutions.			

Note: see Annexe I to access Task 2 resources and Annexe II to access Task 2 assessment tools.

**Table 14***Task 3 Designing a digital campaign against gender violence*

<b>TASK 3: Designing a digital campaign against gender violence</b>			
<b>Task description:</b>			
Students will design a digital campaign that includes videos or social media posts. They will use conditionals for hypothetical situations or modals for action proposals.			
<b>Timing:</b>	<b>Space distribution:</b>	<b>Resources and materials needed:</b>	<b>Students' distribution:</b>
2 sessions (50 minutes each).	Computer lab or classroom with ICT resources.	<p>Laptops or tablets with access to design programs.</p> <p>Examples of digital campaigns that include the use of conditionals and modals.</p> <p>Style guides with recommended grammatical structures.</p>	Heterogeneous teams (4–5 students per group).
<b>Educational response measures for inclusion:</b>		<b>. Task evaluation:</b>	
ADHD: Divide the task into concrete steps with clear objectives.		Teacher assessment: Rubric to evaluate the integration of reported speech and manners in the campaign.	
ASD: Provide clear and repetitive instructions for using digital tools.		Self-assessment: Group reflection on the team's achievements and areas for improvement.	
Visually impaired: Use of accessible programs with screen readers.			
High abilities: Challenge students to create more complex campaigns with innovative messages.			

Note: see Annexe I to access Task 3 resources and Annexe II to access Task 3 assessment tools.

## 8. Proposals for educational innovation

### 8.1 Integration of the Red Canaria-InnovAS Plan in the Learning Situation

This Learning Situation is part of the objectives and thematic axes of the Red Canaria-InnovAS Plan, promoting fundamental values such as equality, inclusion and positive coexistence. This plan, developed by the Department of Education, allows key competences to be addressed in a transversal way, linking them to real problems and promoting a comprehensive education based on values and innovation. The thematic axes worked on are equality and affective-sexual education.

This axis is addressed through activities that promote critical analysis of gender violence, reflection on equal opportunities and respect for human rights. During the first term, students will work on raising awareness on this issue through debates, analysis of real cases and the creation of digital campaigns.

In this Learning Situation, specific strategies and resources are applied to guarantee the participation of all students, including those with special educational needs. Adaptations such as the use of accessible tools and differentiated tasks ensure that each student can fully develop their skills in an inclusive environment.

The integration of digital technologies encourages creativity, innovation and collaborative work. Tools such as Canva, Padlet or Genially will be used to create final products that students will share on the centre's digital platforms, reinforcing learning and effective communication.

Group dynamics and cooperative learning reinforce empathy, respect and conflict resolution. This methodology contributes to a positive classroom climate and the development of social skills essential for harmonious coexistence. Implementation in programming. The activities linked to the Red Canaria-InnovAS will be implemented throughout the first quarter of the school year, with special attention to dates such as the International Day for the Elimination of Violence against Women (25



November).

These activities will be developed in three phases:

- Introduction: Initial reflection on the values of equality and inclusion, with an introduction to the framework of the InnovAS Plan and analysis of real contexts related to gender violence.
- Development: Creation of final products such as digital campaigns, analysis of real cases and debates on the impact of gender violence on society.
- Closure: Presentation of the products on the centre's digital platforms or during school days dedicated to promoting equality and inclusion. Justification of inclusion The Red Canaria-InnovAS Plan promotes comprehensive education by linking classroom learning with specific actions that impact the educational community. Its implementation during the first term allows students to acquire knowledge and ethical values from the beginning of the course, promoting a transversal and reflective approach. This link ensures that the learning worked on transcends the academic field, promoting the personal, social and ethical development of students, and laying the foundations for positive and sustainable coexistence throughout the school year.

## **8.2 Integration of Red Canarias InnovAS plan into tasks**

### **Task 1. Create an impact slogan to raise awareness about gender violence**

#### Activity description:

After looking at some campaign slogans and campaigns from different parts of the world against gender violence, students will create different slogans in groups to write on a poster or banner to hang on the classroom walls.

#### Objective of the InnovAS Red Canarias Plan:

This activity aligns with the Plan InnovAS, specifically under the Citizenship and Gender Equality axis, by encouraging students to address social issues and develop creative communication skills using inclusive and collaborative digital tools.

Evaluation Criteria:

- 2.2. Write and distribute own texts of medium length on everyday matters, of personal relevance or of public interest close to the experience of the students, doing so with acceptable clarity, coherence, cohesion, correctness and adaptation to the proposed communicative situation, to the textual typology and to the analogue and digital tools used, using creativity, showing empathy and appreciation for the productions of others, respecting intellectual property and avoiding plagiarism, in order to respond to specific communicative purposes.
- 2.3. Select, organise and apply knowledge and strategies in the elaboration of coherent, cohesive texts that are appropriate to the communicative intentions, the contextual characteristics, the sociocultural aspects and the textual typology, making use of their linguistic repertoire and using the most appropriate physical or digital resources depending on the task and the needs of the audience or potential reader to whom the text is addressed, in order to plan, produce, revise and continue progressing in the learning process.

Active Methodologies of the InnovAS Red Canarias Plan:

Students will work collaboratively to create slogans, a project that has a real social impact. This project allows students to integrate their English learning with an important social cause such as the fight against gender violence. The active methodologies used in this task are:

- Project-Based Learning (PBL): Students will work collaboratively to create slogans, a project that has a real social impact. This project allows students to integrate their English learning with an important social cause such as the fight against gender violence.
- Cooperative Learning (CL): students will work in small groups to create slogans, using their individual strengths (for example, some may be more creative, others more organized in terms of grammar, etc.). In the process, students share ideas, discuss strategies, and collaborate to produce a final product (the slogan).

- Design Thinking: students will follow the phases of Design Thinking: empathize (understand the importance of gender violence), define (the key message they want to convey), ideate (create slogans with different phrases), prototype (make drafts) and test (present the slogans to the group to get feedback).

#### Assessment Instruments and Techniques:

Checklist: useful for ensuring that students have covered all important aspects of their project or assignment.

### **Task 2. Session 2: Debate on gender equality**

#### Activity description:

Students will participate in a debate on real situations of gender inequality. The debate will be based on case studies and current situations taken from digital resources and news platforms. Mobile devices and computers will be used to research and prepare arguments.

#### Objective of the InnovAS Red Canarias Plan:

- To promote the use of digital tools to research and debate on issues of social relevance.
- To develop digital and critical thinking skills, aligned with Global Citizenship Education.

#### Evaluation Criteria:

- 3.2. Select, organize and use appropriate strategies that allow them, using their linguistic repertoire, to anticipate, initiate, maintain and end communication, take and give the floor, request and offer clarifications and explanations and reformulate the discourse, as well as collaborate, debate, solve problems and manage difficult situations, in order to express themselves spontaneously in the foreign language through various analogy and digital media and resources.

#### Active Methodologies of the InnovAS Red Canarias Plan:

- Flipped Classroom: Introductory content on gender and gender violence is delivered in digital

format (videos, articles, infographics), and class time is dedicated to collective discussion and analysis.

Assessment Instruments and Techniques:

- Rubric: Assessment of the clarity and depth of the arguments presented during the debate.
- Direct observation: Assessment of active and respectful participation during the debate.

**Task 3. Session 1 and 2: Creating a digital campaign against gender violence**

Activity description:

In teams, students will design a digital campaign against gender violence using platforms such as Canva, Genially, or Google Slides. The campaign will include awareness messages, infographics, and multimedia resources, which will then be shared on an educational platform at the centre.

Objective of the InnovAS Red Canarias Plan:

- To integrate the use of digital technologies to create educational materials and raise awareness about gender violence.
- To promote creativity and online collaboration in heterogeneous teams, with the support of digital tools.

Evaluation Criteria:

- 2.3. Select, organise and apply knowledge and strategies in the elaboration of coherent, cohesive texts that are appropriate to the communicative intentions, the contextual characteristics, the sociocultural aspects and the textual typology, making use of their linguistic repertoire and using the most appropriate physical or digital resources depending on the task and the needs of the audience or potential reader to whom the text is addressed, in order to plan, produce, revise and continue progressing in the learning process.
- 4.2. Apply strategies that help create bridges, facilitate communication and serve to explain

and simplify texts, concepts and messages and that are appropriate to the communicative intentions, the contextual characteristics and the textual typology, making use of their linguistic repertoire and good emotional management, as well as using physical or digital resources and supports depending on the needs of each moment, with the aim of explaining and simplifying texts, concepts and messages.

Active Methodologies of the InnovAS Red Canarias Plan:

- Gamification: Use of playful dynamics to evaluate progress in the creation of campaigns (digital challenge).
- Cooperative learning: Teamwork, where each member contributes to the campaign based on their technological and creative skills.
- Design Thinking: Throughout the process, students will apply this methodology to empathize with the target audience, define problems, come up with solutions and create prototypes of the campaign.

## 9. Conclusions

The learning situation proposed in this work is aligned with current education law, focusing on the development of key competencies (multilingualism, cultural awareness, and digital competence) and also integrates active methodologies such as project-based learning and gamification. This enables the promotion of student participation, critical thinking, and autonomy.

Values such as gender equality and diversity, are addressed transversally during the sessions connecting not only with the Sustainable Development Goals, but also with the InnovAS Red Canarias Plan (educational innovation project proposed by the Ministry of Education of the Government of the Canary Islands).

The assessment, carried out through a continuous, formative, and integrative process, facilitates the detection of learning difficulties, allowing for the implementation of specific support measures.

Regarding limitations, the dependence on technology for the development of activities stands out, which can open a digital divide among students who lack the necessary resources. On the other hand, teachers may find themselves overburdened by the implementation of the proposed active methodologies and continuous assessment, since, even if they are well planned, they must adapt to the characteristics of the classroom, students, school, etc.

Regarding future prospects, it would be positive to optimize assessment by defining more precise indicators that more objectively measure transversal skills. Furthermore, we should strengthen the digital environment by expanding the integration of digital tools where all students have guaranteed access to activities. Finally, we should continue to link the SDGs to the curriculum and, in turn, promote international collaborative projects. It is important for students to broaden their perspective to raise awareness from a global perspective.

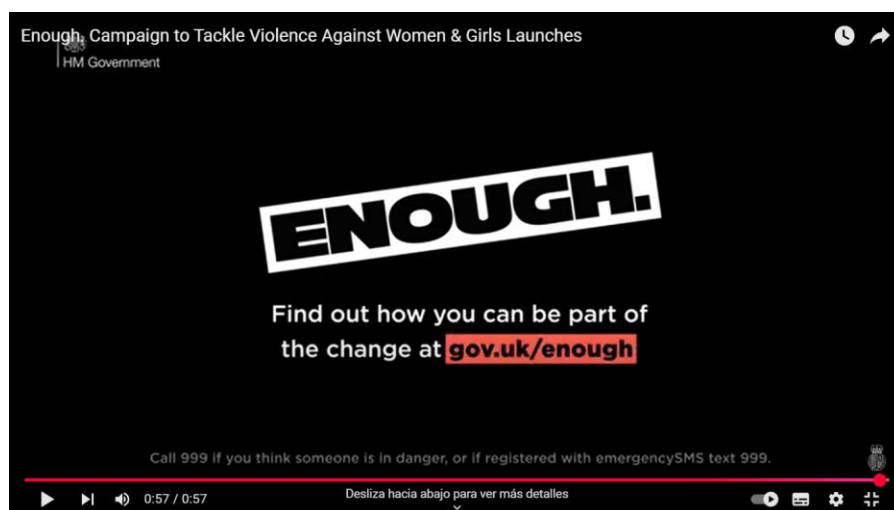
## Annexe I. Resources provided for the tasks

### Task 1. Creating slogans for an awareness campaign

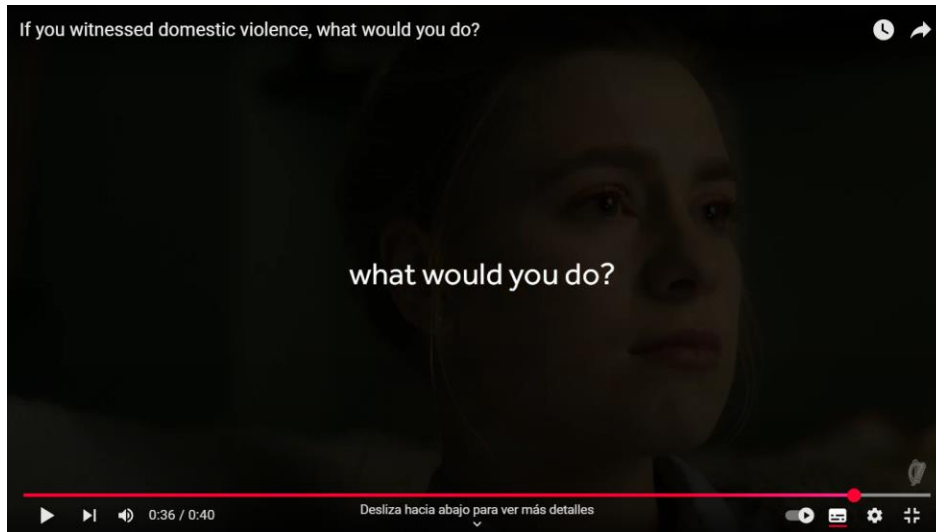
*Pre-task (15 min)*

**1. Watch these campaigns and comment these points:**

- a) What are the consequences of normalizing violent behaviour in society?
- b) What would you do to foster a culture of support and empathy in your community?
- c) What small actions can contribute to creating a more respectful environment in your daily life?
- d) Why do you think inequality can be learned, but equality needs to be taught?



<https://youtu.be/yVQ78xZSCG8?si=ow4yAaXyErIGXkQj>



<https://youtu.be/qH3zXk4s0mw?si=XHD9Jpo-H7xzVYu8>



[https://youtu.be/yIhSVDzGegU?si=MobM8IR\\_4kI2zdBJ](https://youtu.be/yIhSVDzGegU?si=MobM8IR_4kI2zdBJ)





<https://youtu.be/SpPozOvNrKA?si=pcrU9nl7nNjpLtRk>

*Task (35 min) In groups*

2. Using the correct verb tenses (modal or imperative) create in groups your own slogan to awareness about gender violence.

## Task 2. Analysis and debate on gender stereotypes

### Session 1

*Pre-task (15 min) In pairs*

#### 1. Read the text and answer the following questions:

- What factors influence the choice of toys by boys and girls, according to the text? Mention at least three.
- According to the text, how do gender stereotypes affect toy choices? Explain with examples mentioned in the text.
- What criticism does the author make about the way adults choose toys for boys and girls? How do you think this might influence children's development?

## 4. She wants to be a mom and he wants to be an astronaut

We live in a consumer society, in which visual culture has a powerful influence on girls and boys.

When choosing a toy, boys and girls are easily impressed by the influence of the media and advertising, children's fashions, the attractive aesthetics of their designs and colors, by the opinion of mothers and fathers, friends, school... etc. Stereotypical messages are filtered into this information about what boys play with and what girls play with, so it is logical that girls feel more motivated by one type of games and toys and boys by others.

Most children choose toys that are geared toward physical prowess, strength, cunning, power, courage, fighting, and defiance. However, girls often choose dolls and educational games that reproduce activities that are socially considered feminine, such as motherhood, housework, and aesthetics.

When an adult is going to choose a toy for a girl or a boy, the first thing they are asked is their sex and then their age, and with that information they choose the color, the aesthetics, the functionality, etc.

*Task (15 min) in pairs*

2. After watching this video complete the next sentences with the correct form of first and second conditional:

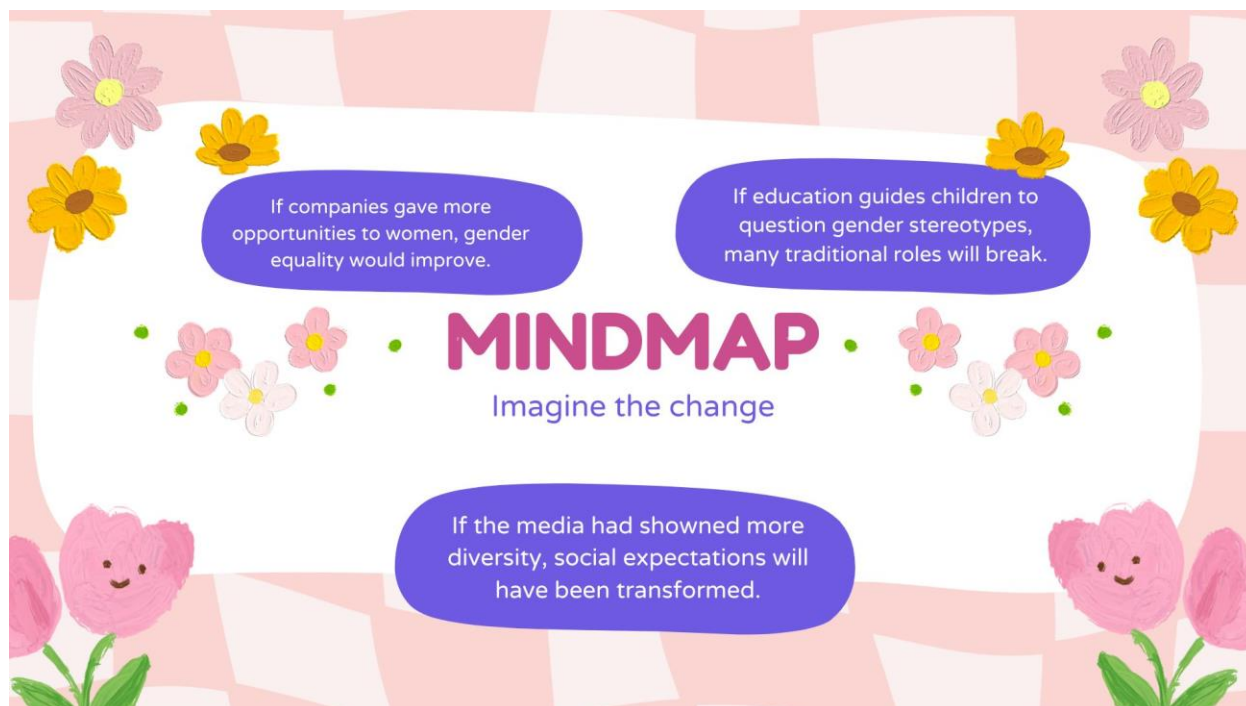


<https://youtu.be/aTvGSstKd5Y?si=rIfUCkp60afYjVxr>

- a) If people \_\_\_\_\_ (raise) boys and girls equally, many gender stereotypes will reduce.
- b) If gender stereotypes weren't transmitted from an early age, children \_\_\_\_\_ (develop) biased perceptions about roles in society.
- c) If society valued diversity more, expectations about gender roles \_\_\_\_\_ (break).
- d) If the media \_\_\_\_\_ (change), gender stereotypes would represent in a more equitable way.
- e) If women accessed to the same leadership positions as men, the business world \_\_\_\_\_ (transform).
- f) If children expose themselves to examples of diversity, gender stereotypes \_\_\_\_\_ (reduce) significantly.

*Post-task (20 min) In pairs*

3. In Canva create a mind map or visual diagram explaining how gender stereotypes are presented in society. You can use images, keywords, and arrows to connect ideas and situations. In your visual map, use conditionals to reflect on how things would change if those stereotypes were challenged or eliminated. Here you have an example:



## Session 2

### 1. Debate on gender equality

**Objective:** Discussion about gender stereotypes in today's society. The students will develop critical thinking, respect for others point of view, and strategies for argumentation in the discourse.

#### **Step 1:** *Introduction to the topic (5 minutes)*

The class starts with a brief explanation about gender stereotypes and how they affect society.

#### **Step 2:** *Organizing the debate (15 minutes)*

Organize the class into two groups:

Group A: In favour of gender stereotypes.

Group B: Against gender stereotypes.

#### **Rules of the debate:**

- Each group will have 5 minutes to prepare their arguments. They can look for concrete examples and use data if they have them.
- The groups must be respectful, listen to each other's opinions and not interrupt.
- After each round of intervention, there will be 2 minutes for the reply (where they can refute the ideas of the other group).

#### **Step 3:** *Beginning of the debate (30 minutes)*

##### 1. Round of presenting arguments (10 minutes)

Group A: Presents their arguments.

Group B: Present their arguments.

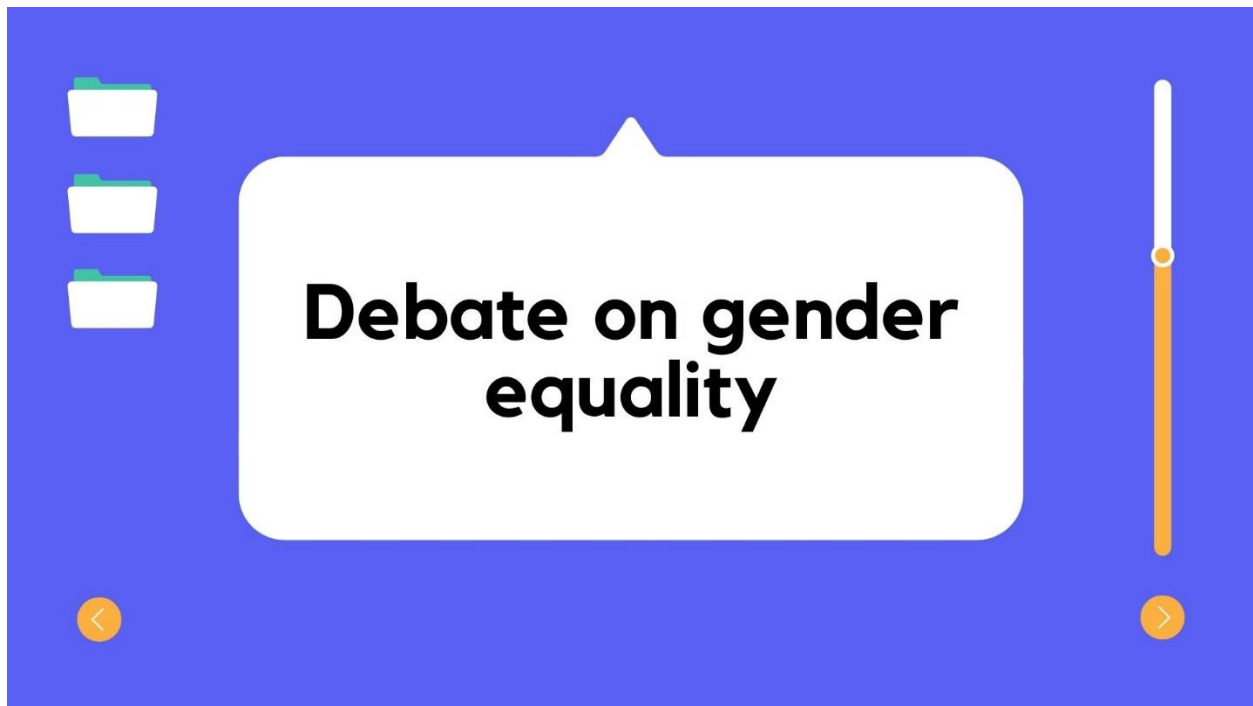
##### 2. Response round (10 minutes)

Both groups will have 2 minutes to respond to the points raised by the other group, refuting the arguments and defending their own.

### 3. Open discussion (10 minutes)

Open the discussion to the class so that all students can intervene, without taking sides with one group or the other, to provide new perspectives or reflect on what has been said so far.

The debate is perfectly adapted to all needs since, firstly, the work is done in groups and, secondly, visual support is provided on the digital screen, guiding all students step by step.



# GENDER STEREOTYPES

DEFINITION →

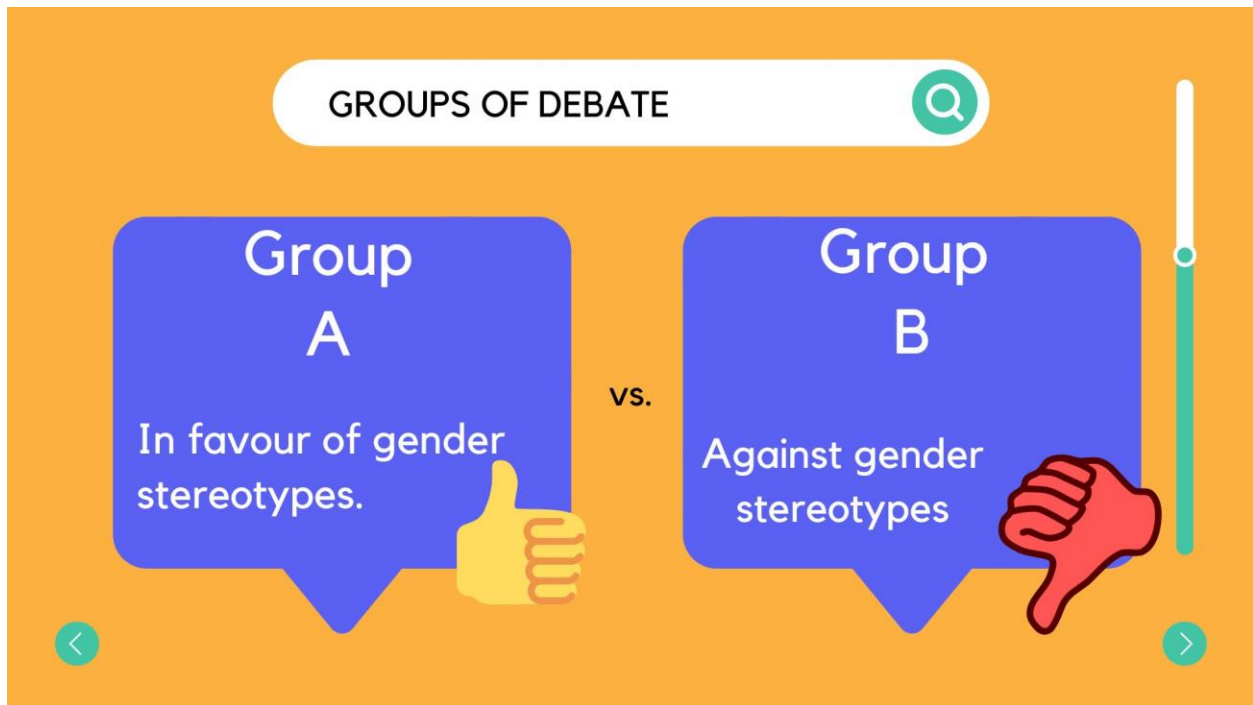
to attribute to an individual, woman or man, specific attributes, characteristics or roles for the sole reason of their belonging to the social group of women or men.

## EXAMPLES



WOMAN


MAN



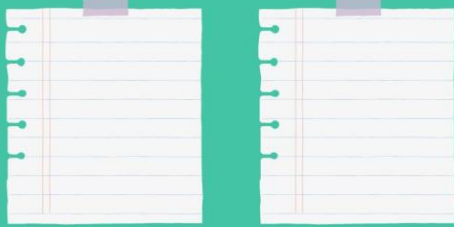


**PRESENT YOUR ARGUMENTS 10 MIN**


**GROUP A**



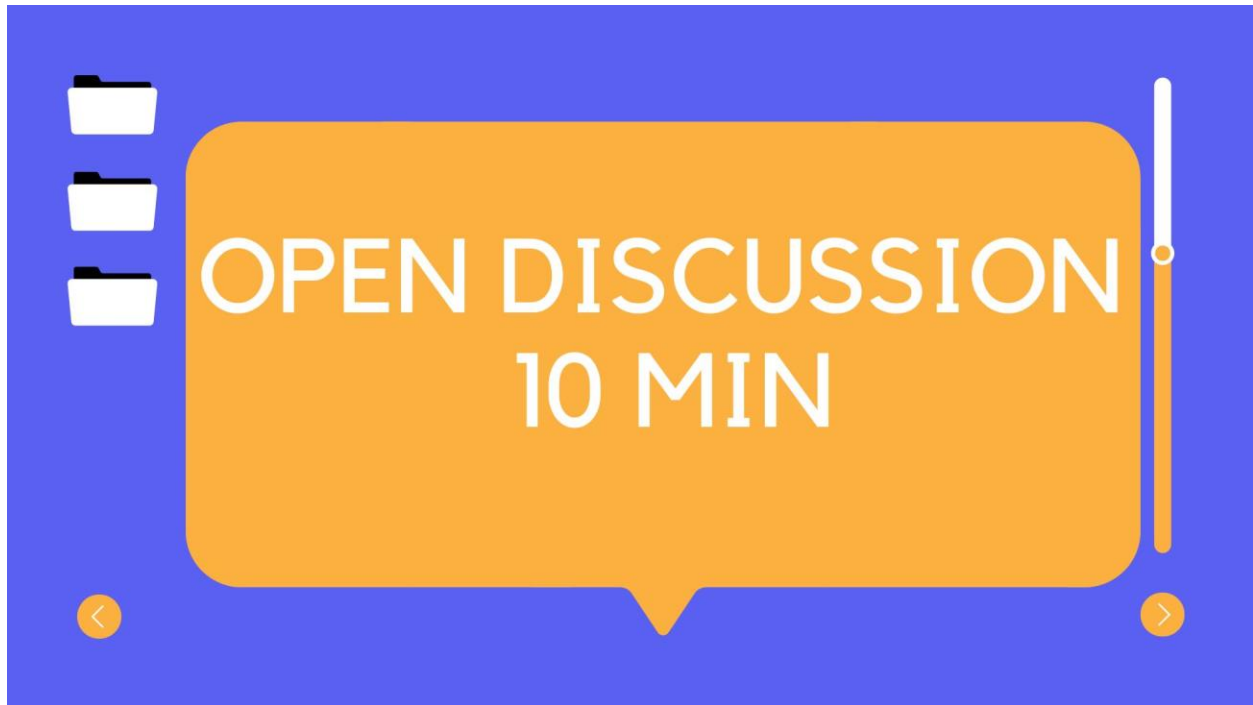
**GROUP B**



**RESPONSE ROUND 10 MIN**



Navigation controls: pause, cloud, share, back, forward, and a vertical progress bar.



### **Task 3. Designing a digital campaign against gender violence**

#### **Session 1**

*(50 min)*

- 1. In groups of 3 or 4 design a digital campaign of 5 minutes against gender violence. The objective is to create a digital campaign that raises awareness in the community about gender violence. Use modals, imperative and conditional verbs in the texts. Steps to follow:**
  - a. Planning: As a team, research the topic of gender violence.
  - b. Define the main objective of your campaign.
  - c. Content creation: write texts that include conditionals for hypothetical situations or modals for action proposals.
  - d. Design the posts or video using digital tools such as Canva, Capcut, Kapwing or any available program.

#### **Session 2**

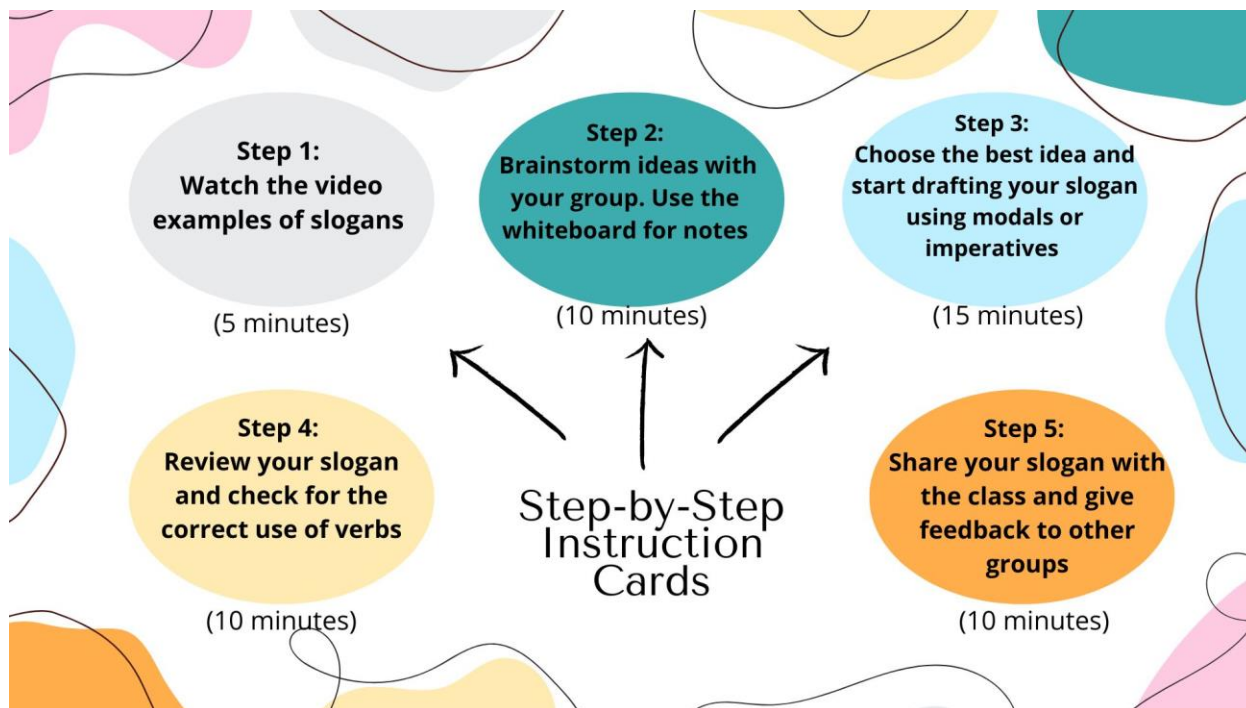
*(50 min)*

- 1. Show your campaign to the rest of the class and explain:**
  - a. The main message.
  - b. The impact you hope to generate.

## Annexe II. Resources for students with special educational needs

### Task 1. Creating slogans for an awareness campaign

#### 1. ADHD Support: Step-by-Step Instruction Mind Map



## 2. ASD Support: Visual Templates with Model Phrases

<b>TEMPLATE</b>	<b>Obligation</b>	"You must respect everyone."
	<b>Prohibition</b>	"You can't stay silent."
	<b>Suggestion</b>	"Let's break the silence."
	<b>Blank Template</b>	Obligation: "You must _____. Prohibition: "You can't _____. Suggestion: "Let's _____.

## 3. Visual Impairment Support: Audio Descriptions and Accessible Tools

**Digital Tools:** Provide access to screen readers on laptops or tablets (VoiceOver or TalkBack).

**Verbal Instruction:** Read aloud all written content and group discussions.

## 4. High Abilities Support: Advanced Slogan Challenge

**Additional Task:** Analyse a recent news article about gender violence and write a slogan that conveys a powerful message of awareness and change.

## Task 2. Analysis and debate on gender stereotypes

### Session 1

#### Pre-task

#### 1. ADHD Support: Text with important information highlighted.

## 4. She wants to be a mom and he wants to be an astronaut

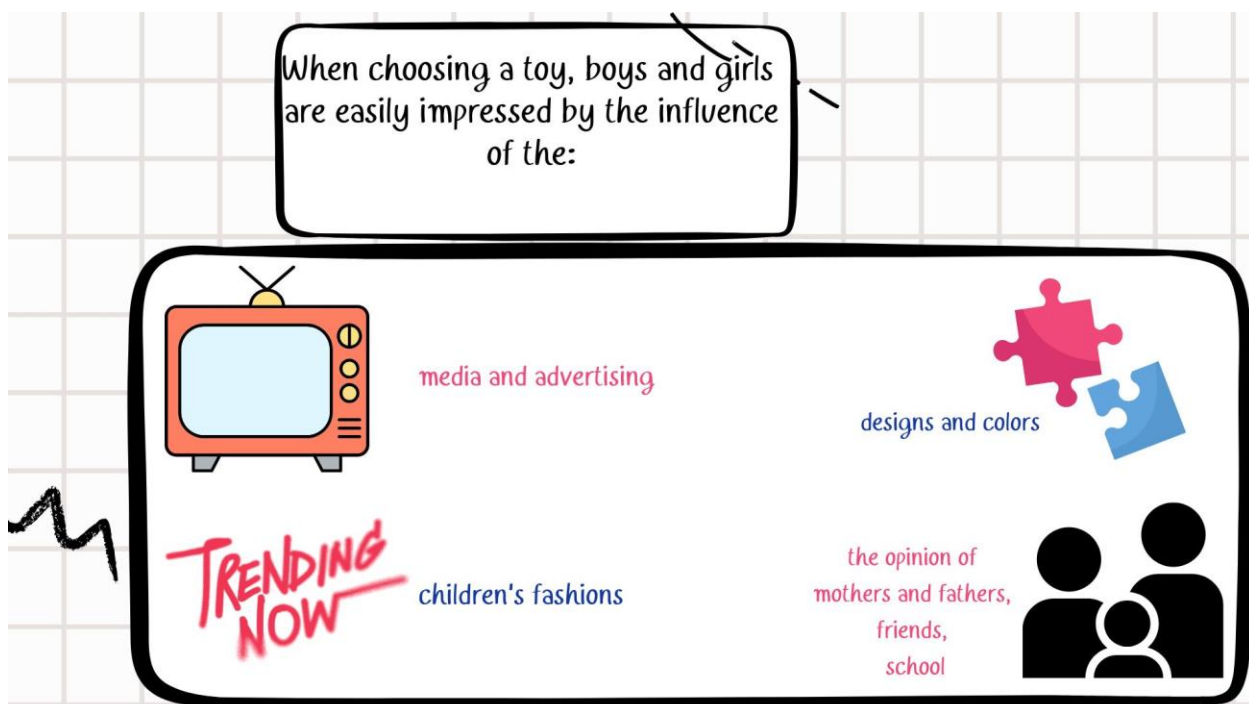
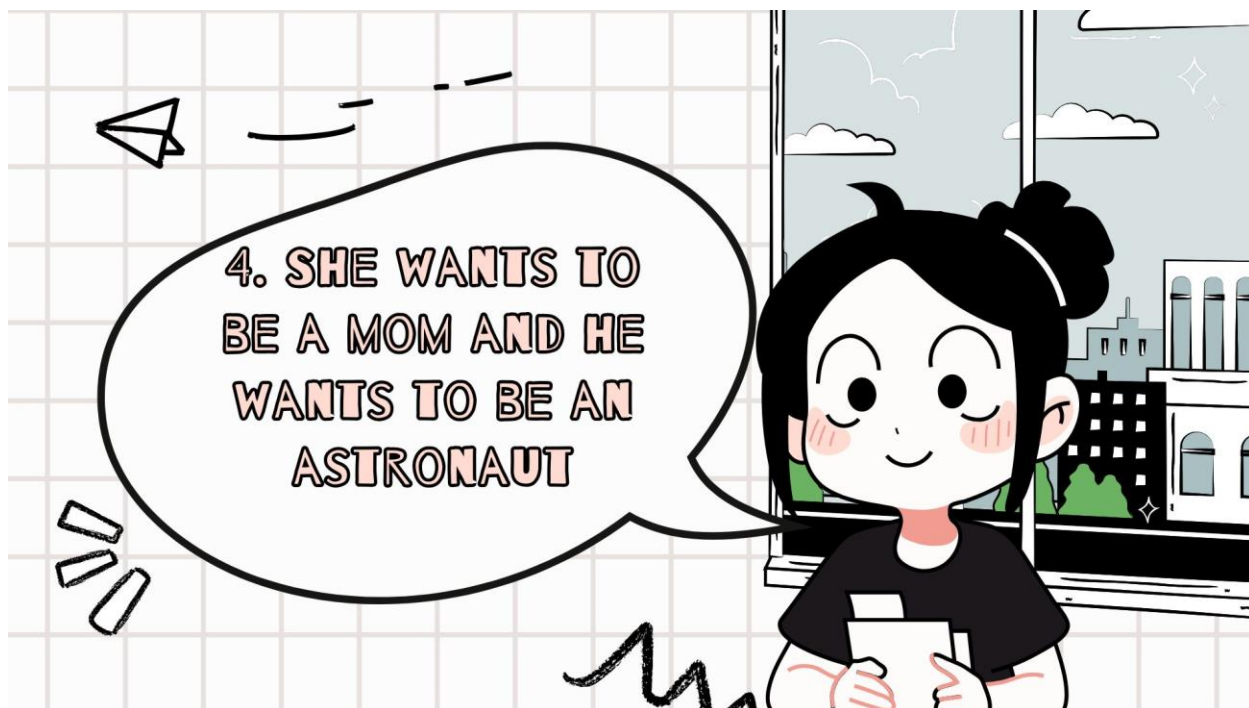
We live in a consumer society, in which visual culture has a powerful influence on girls and boys.

When choosing a toy, boys and girls are easily impressed by the influence of the media and advertising, children's fashions, the attractive aesthetics of their designs and colors, by the opinion of mothers and fathers, friends, school... etc. Stereotypical messages are filtered into this information about what boys play with and what girls play with, so it is logical that girls feel more motivated by one type of games and toys and boys by others.

Most children choose toys that are geared toward physical prowess, strength, cunning, power, courage, fighting, and defiance. However, girls often choose dolls and educational games that reproduce activities that are socially considered feminine, such as motherhood, housework, and aesthetics.

When an adult is going to choose a toy for a girl or a boy, the first thing they are asked is their sex and then their age, and with that information they choose the color, the aesthetics, the functionality, etc.

## 2. TEA Support: Visual Templates





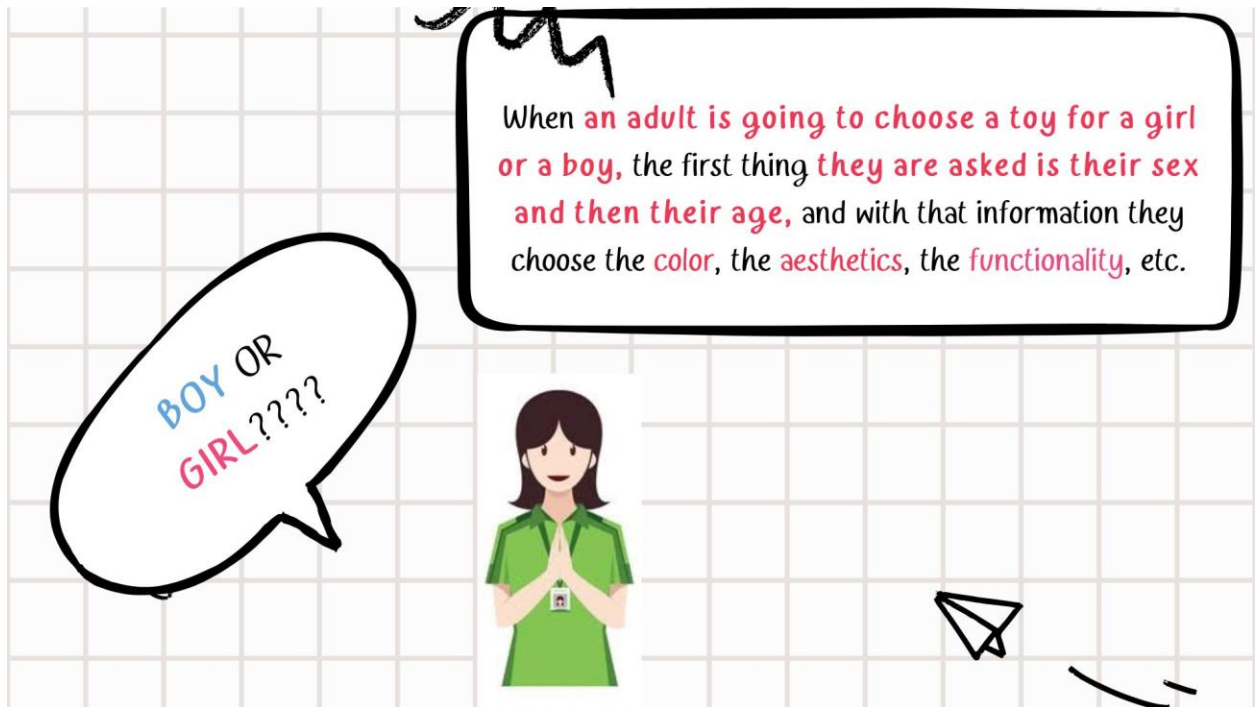
Stereotypical messages are filtered into **this information about what boys play with and what girls play with**, so it is logical that girls feel more motivated by one type of games and toys and boys by others.



Most **children choose toys** that are geared toward **physical prowess, strength, cunning, power, courage, fighting, and defiance**. However, **girls** often choose **dolls and educational games** that reproduce activities that are socially considered feminine, such as **motherhood, housework, and aesthetics**.







### 3. Visual Impairment Support: Audio Descriptions and Accessible Tools

Use of **Dolphin EasyReader** app that is a free reading app that enables people who are blind, visually impaired (VI), or dyslexic to read text and audiobooks in ways that suit their vision and preferred reading style.

*Task (15 min) in pairs*

**1. After watching this video complete the next sentences with the correct form:**

**1. ADHD Support:**

a) If people \_\_\_\_\_ (raise) boys and girls equally, many gender stereotypes will reduce.

1. raises
2. raised
3. will raise
4. raise

b) If gender stereotypes weren't transmitted from an early age, children \_\_\_\_\_ (develop) biased perceptions about roles in society.

1. develop
2. will develop
3. would develop
4. developed

c) If society valued diversity more, expectations about gender roles \_\_\_\_\_ (break).

breaks

1. will break
2. would break
3. break
4. breaks

d) If the media \_\_\_\_\_ (change), gender stereotypes would represent in a more equitable way.

1. change
2. changed
3. will change
4. would change

e) If women accessed to the same leadership positions as men, the business world \_\_\_\_\_ (transform).

1. transforms
2. will transform
3. would transform
4. transform

f) If children expose themselves to examples of diversity, gender stereotypes \_\_\_\_\_ (reduce) significantly.

1. reduces
2. will reduce
3. would reduce
4. reduce

## 2. TEA Support:

a) If people \_\_\_\_\_ (raise) boys and girls equally, many gender stereotypes will reduce.

1. raises
2. will raise

b) If gender stereotypes weren't transmitted from an early age, children \_\_\_\_\_ (develop) biased perceptions about roles in society.

1. will develop
2. would develop

c) If society valued diversity more, expectations about gender roles \_\_\_\_\_ (break).

breaks

1. will break
2. would break

d) If the media \_\_\_\_\_ (change), gender stereotypes would represent in a more equitable way.

1. change
2. changed

e) If women accessed to the same leadership positions as men, the business world \_\_\_\_\_ (transform).

1. transforms
2. would transform

f) If children expose themselves to examples of diversity, gender stereotypes \_\_\_\_\_ (reduce) significantly.

1. will reduce
2. would reduce

### Annexe III. Assessment tools

**Table 15**

*Task 1. Creating slogans for an awareness campaign. Exercise 2.*

<b>Evaluation Criteria</b>	<b>Needs Improvement (0,8)</b>	<b>Pass (1)</b>	<b>Good (1,6)</b>	<b>Excellent (2)</b>
<b>Use of Modal and Imperative Verbs</b>	Incorrect use of modal and/or imperative verbs, no clarity.	Some errors using modal and/or imperative verbs but clarity is slightly affected.	Use of modal and/or imperative verbs mostly correct, with minor error.	Use of modal and/or imperative verbs effectively and correctly.
<b>Message Clarity and Simplicity</b>	The slogan is difficult to understand.	The slogan is too wordy but it can be understood.	The slogan is slightly complex, but mostly clear.	The slogan is easy to understand, direct and clear.
<b>Creativity</b>	Lack of creativity or copied ideas.	Generic ideas, limited originality.	Some creativity but the idea slightly common.	Highly creative and original.
<b>Emotional Impact</b>	Ineffective engagement.	Weak engagement or emotional appeal.	Some engagement although it could be more persuasive.	Strong engagement on the audience by making a call to action.
<b>Grammar</b>	Frequent errors making the slogan unclear.	Some errors that slightly affect readability.	Few minor errors, but still clear.	No errors, a well-written slogan.

\_\_\_/10

**Table 16**

*Task 2. Analysis and debate on gender stereotypes. Session 1, exercise 2*

<b>Criteria Assessment</b>	<b>Needs Improvement (1 pt)</b>	<b>Pass (3 pt)</b>	<b>Good (4,5 pt)</b>	<b>Excellent (6 pt)</b>
<b>Use of conditionals.</b>	More than 3 sentences wrong.	3 sentences right.	4 or 5 sentences right.	Any error.

\_\_\_/6

**Table 17**

*Task 2. Analysis and debate on gender stereotypes. Session 1, exercise 3*

<b>Evaluation Criteria</b>	<b>Needs Improvement (0,8)</b>	<b>Pass (1)</b>	<b>Good (1,6)</b>	<b>Excellent (2)</b>
<b>Use of Conditionals</b>	Incorrect use or absence of conditionals.	Some errors in the use of conditionals that affect clarity.	Mostly correct, with minor errors in conditionals.	Correct use of conditionals to reflect on the impact of gender stereotypes.
<b>Clarity and Organization.</b>	Lack of organization making it difficult to understand.	Information understandable but lacks connection between ideas.	Organization is mostly clear, although some connections could be improved.	Information well organized with clear ideas and logical connections between concepts.
<b>Depth of content</b>	Superficial or incomplete explanation.	Basic ideas without sufficient depth or examples.	The topic is well explained, although some points could be developed further.	Detailed explanation of how gender stereotypes are present in society and how they could change.
<b>Creativity and Visual Design</b>	Unattractive or cluttered design, with few visual elements.	Limited use of visual elements; the design could be more eye-catching.	Clear and attractive design, although it could include more visual elements.	Effective use of images, colours and visual elements that make the map attractive and impactful.
<b>Grammar</b>	Frequent errors making the slogan unclear.	Some errors that slightly affect readability.	Few minor errors, but still clear.	No errors.

Table 18

*Task 2. Analysis and debate on gender stereotypes. Session 2, exercise 1*

<b>Evaluation Criteria</b>	<b>Needs Improvement (0,8)</b>	<b>Pass (1)</b>	<b>Good (1,6)</b>	<b>Excellent (2)</b>
<b>Use of Arguments</b>	Weak arguments with no evidence or poorly developed arguments.	Basic arguments with little evidence or examples.	Clear arguments with some examples or data.	Strong, well-structured arguments with relevant examples and data.
<b>Respect and Active Listening</b>	Obvious disrespect, constant interruptions.	Some interruptions or lack of attention to others.	Generally respectful, with few interruptions.	Shows respect for others' opinions, listens attentively, and does not interrupt.
<b>Use of Language and Oral Expression</b>	Use of inappropriate language or very little clarity when speaking.	Difficult expression with lack of fluency.	Correct language, although with some pauses or insecurity.	Adequate, fluent and confident language. Appropriate tone and volume of voice.
<b>Ability to Refute Arguments</b>	Fails to refute arguments or responds weakly.	Responds to some points, but does not refute effectively.	Responds to opposing arguments, albeit in shallow terms.	Refutes other group's arguments with logic and evidence.
<b>Active Participation</b>	Does not participate or has minimal participation.	Participates little or with poorly developed ideas.	Participates in most rounds with relevant ideas.	Participates actively with significant contributions.



Table 19

*Task 3. Designing a digital campaign against gender violence*

<b>Evaluation Criteria</b>	<b>Needs Improvement (0,8)</b>	<b>Pass (1)</b>	<b>Good (1,6)</b>	<b>Excellent (2)</b>
<b>Use of Language and Oral Expression</b>	Use of inappropriate language or very little clarity when speaking.	Difficult expression with lack of fluency.	Correct language, although with some pauses or insecurity.	Adequate, fluent and confident language. Appropriate tone and volume of voice.
<b>Creativity and Visual Design</b>	The design is sloppy or unattractive, with little creativity.	The design is acceptable, but bland or lacking in creativity.	The level of creativity and design is good, although it could be improved in terms of originality.	The campaign is highly creative, with an attractive and original design.
<b>Impact and Awareness</b>	It fails to generate impact or awareness on the issue.	It conveys the message, but without generating a major impact on the audience.	The impact is good, although it could be more persuasive or emotionally powerful.	The campaign has a strong impact, motivates reflection, and raises awareness.
<b>Collaboration and Teamwork</b>	Collaboration is lacking, with evident conflicts or disorganization.	Some members participate little or struggle with teamwork.	Most members participate and collaborate, although some could be more involved.	All members actively contribute, respect each other's ideas, and work together harmoniously.
<b>Use of Modals, Imperatives, and Conditionals</b>	Does not use or uses modals, imperatives, and conditionals incorrectly.	Uses few modals, imperatives, or conditionals, with errors that affect clarity.	Uses modals, imperatives, and conditionals with some minor errors.	Correctly uses modals (must, should, can), imperatives, and conditionals to convey the message effectively.

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