



CS-3.1 Enunciado de Prueba

Año: 2022

Especialidad:	597032 – IDIOMA EXTRANJERO: INGLÉS
---------------	------------------------------------

Prueba	1.A	Acceso:	1, 2
--------	-----	---------	------

Teaching for a common world: lessons from the pandemic

1. The Futures of Education initiative launched by UNESCO in November 2019 seeks to mobilize ideas and action to bring about educational change that responds to the enormous challenges that humans are now confronting. These challenges include climate change and environmental destruction derived from an unsustainable path of development; digital and biotechnological developments that contain promises and risks; increased population mobility; the transformation of work as a central human activity; democratic uncertainties; and the push towards intellectual decolonization and epistemic diversity. These challenges call for an urgent rethinking of the ways in which education is conceived and organized. UNESCO's International Commission is proposing a new social contract that views education as a public and common good that nurtures hope, imagination and action for a common future.

2. Since the end of 2019, the need for change in the direction of the commons has intensified. The COVID-19 pandemic has been a dramatic reminder of humans' vulnerability and interdependence, and of the need of robust public systems and infrastructures that put common wellbeing and care at their centre. While it is too soon to measure the impact of the pandemic on educational systems, some trends are already visible. During 2020 and 2021, school authorities in most countries had to hastily develop new educational strategies that combined remote education with in-person classes, pushing for the digitalization of schools. They also had to design alternative ways to support teachers' work and to help them reach out to students through a heterogeneous and unequal infrastructure that includes digital and analogue technologies (International Task Force on Teachers for Education 2030, 2021). Inequalities became much more patent, causing significant numbers of students to disengage or even drop out completely and leaving teachers overworked and overwhelmed by conflicting demands.

3. On a more positive note, given the uncertainty of in-person teaching, there was room for experimentation and creativity. Teachers had to select content from usually long programmes and organize learning activities that took into account students' resources and interests. At times tests were postponed, and classroom interaction focused more directly



on learning and wellbeing. In several countries, school buildings were closed and teaching shifted to the domestic space. This brought more parental involvement, which showed new solidarities but also the weight of economic and cultural inequalities (Delès et al, 2021). Teachers' work became much more visible and also more valued, as it was clear that it demands expert knowledge and an intense physical and affective involvement.

4. Thus, it can be said that with the pandemic, concerns about inequalities of resources, infrastructure and outcomes have increased across most school systems, but so has the legitimacy of teachers' role in fostering students' learning and wellbeing. While a few years ago it was common to hear public dismissals of the teacher as an obsolete figure representative of a traditional mode of education, soon to be replaced by just-in-time, personalized software, during the pandemic teachers were placed among the essential workers whose job is to be protected in extraordinary times. Moreover, even under duress and with severe constraints, in several countries teachers could expand their autonomy to make pedagogical decisions, becoming more reflective about their own work and about the conditions in which their students live and learn. Even if it is not possible to know how these changes will settle once the pandemic is over, similar disruptions in the past, such as world wars or earthquakes, show that these openings tend to persist and even expand (Saint-Fuscien, 2021).

(International Task Force on Teachers for Education 2030 (2021). The Futures of Teaching: Background paper prepared for the Futures of Education Initiative, 2021. Paris: UNESCO).

A. Answer these questions:

1. Complete definitions (a-e) with words or phrases from the text.

- a. _____: to cause something to happen.
- b. _____: the state of feeling healthy and happy.
- c. _____: to stop doing something before you have completely finished.
- d. _____: a result or effect of an action or situation.
- e. _____: a decision that someone is not important.

2. Find two examples in the passive voice in the text. Then, rewrite the following sentences from the text into passive voice.

- UNESCO's International Commission is proposing a new social contract.
- School authorities in most countries had to hastily develop new educational strategies

**3. Which paragraph (1-4) states the following...?**

- Since in-person teaching was not guaranteed, teachers became more creative, selected content and organized more interesting activities for the students. _____
- Teachers need to be protected and valued especially after disruptions such as the pandemic. _____
- It is of utmost importance that schools and educational centres focus on students' wellbeing and care. _____
- The current challenges that Education and society are now confronting cause some changes that UNESCO launched in 2019 to work on them in the future. _____

4. According to the text, what positive impact has the pandemic had on the educational systems? Answer briefly.**B. Choose and elaborate on one of the following practical situations:**

1. You are a 4th grade teacher of English in a school with a great diversity of pupils. How would you create successful lessons based on the use of songs? Point out the advantages of working with songs to improve oral skills. Design activities for its use in class, including resources, tools, apps...
2. In the context of rural schools in Extremadura, English teachers are usually challenged to attend groups of different ages. Explain how you would use active methodologies in the English classroom for 12 children (5 first graders and 7 second graders). Give practical examples of motivational activities, resources and tools, topics and contents and evaluation techniques.
3. As a teacher of English for a group of 6th graders, design a CLIL learning situation related to healthy food and lifestyle where students develop written skills and key competences using the internet and digital tools. Specify timing, some activities, contents, materials, final task and evaluation instruments.