

REFLECTIONS ON THE IMPLEMENTATION OF THE LOMLOE FIRST FOREIGN LANGUAGE CURRICULUM IN THE CLASSROOM AND THE CHALLENGES FOR TEACHERS

REFLEXIONES SOBRE LA CONCRECIÓN EN EL AULA DEL CURRÍCULO ESTABLECIDO EN LA LOMLOE PARA PRIMERA LENGUA EXTRANJERA Y LOS RETOS PARA EL PROFESORADO

Pedro Lisa Samper

Teacher specialized in Foreign Language (English) and director of CEIP Paloma Esteban Villamarín of Talaveruela de la Vera. (Cáceres).

Marta Timón Redondo

Foreign Language (English) teacher at CEIP Maximiliano Macías de Mérida (Badajoz).

Resumen

La Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOMLOE) y su desarrollo curricular abren un nuevo camino que busca hacer frente a los retos educativos del siglo XXI, poniendo el foco en el aprendizaje competencial y contextualizado. Esta ley pretende alcanzar los fines de la educación desde un enfoque centrado en los alumnos y alumnas. En el caso de la enseñanza del inglés, como lengua extranjera, la prioridad es sobre todo el desarrollo de la competencia comunicativa y más concretamente la competencia plurilingüe, donde está más presente que nunca la dimensión intercultural.

No obstante, la controversia surge con la precipitada aplicación de la ley en los cursos impares de la etapa de Educación primaria, la publicación de los currículos autonómicos, en muchos casos, durante los meses de verano y, en consecuencia, la escasez de formación docente específica. Además, la inclusión en la norma de una serie de conceptos novedosos que, en ocasiones, resultan confusos hace más difícil abordar las programaciones y aspectos burocráticos que la Administración exige.

Palabras clave: LOMLOE, currículo, situaciones de aprendizaje, inglés, programaciones.

Abstract:

Organic Law 3/2020, of December 29, which modifies Organic Law 2/2006, of May 3, on Education (LOMLOE) and its curricular development open a new path that seeks to face educational challenges of the 21st century, focusing on competency-based and contextualized learning. This law aims to achieve the goals of education from a focus on students. In the case of teaching English as a foreign language, the priority is above all the development of communicative competence and more specifically multilingual competence, where the intercultural dimension is more present than ever.

However, the controversy arises with the hasty application of the law in the odd grades of the Primary Education stage, the publication of many of the regional curricula during the summer months and, consequently, the shortage of specific teacher training. In addition, the inclusion in the standard of a series of novel concepts that are sometimes confusing makes it more difficult to address the programming and bureaucratic aspects that the Administration requires.

Key words: LOMLOE, curriculum, learning situations, English, didactic programming.

1. INTRODUCTION

It is evident that many of the terms coined in the LOMLOE are current and more innovative than those of the old educational laws. However, we wonder if they are understandable to most teachers. What is more, do teachers have the necessary tools to apply Universal Design for Learning (UDL) in classes of 25 students, do they know how to meet the challenges of the 21st century that are so often mentioned, as well as the Sustainable Development Goals (SDGs) of the 2030 Agenda?

With the present education law, new concepts such as “basic knowledge”, “exit profiles” and “specific competencies” emerge with which teachers must familiarize themselves against the clock. And, of course, it is not enough to understand what is applied in the standard, but each teacher must extract and translate this gear into his or her own teaching-learning process.

In a school year in which the odd-numbered levels of Primary Education must be programmed based on the LOMLOE curriculum and the even-numbered levels on the previous curriculum, there is, in our opinion, insecurity and lack of resources among teachers.

In addition, as teachers of First Foreign Language at the Primary Education stage, we see a growing role for this subject. The globalized world in which we live and the need to master English from the first levels of Primary Education in order to acquire the skills that will be needed in the future to access the labor market, mean that this language acquires an important role in the education of the youngest children.

2. FOREIGN LANGUAGE IN PRIMARY EDUCATION CURRICULUM

It is essential to start from the general objectives of the stage, present in article 7 of Royal Decree 157/2022, to analyze the present educational law, highlighting the one most related to our subject:

f) Acquire the basic communicative competence in at least one foreign language that will enable them to express and understand simple messages and to cope with everyday situations.

As it is set out through this objective, this law clearly contemplates the imperative need to develop the communicative capacity of students given the challenges of the 21st century.

It is a reality that nowadays, learning a foreign language allows students to reach a wider variety of information sources, access a greater number of professions, as well as establish personal links outside the borders of their own country. On the one hand, learning a foreign language promotes tolerance and respect and makes them more aware of the world around them, encouraging coexistence between people with different backgrounds and life experiences. It also allows the development of empathy and curiosity for other cultural and social realities. Undoubtedly, nowadays, these are crucial aspects to achieve individual progress and emotional stability in this frenetic world of change.

On the other hand, our students live with the English language from their first years of life. Their favorite YouTubers speak English and so do the videos they watch on TikTok. For them, this language is part of their daily routine, but, surprisingly, when they get to school, English is no longer interesting to many of them. As teachers in the classroom, we perceive an evident disconnection between teachers and students, which is somewhat inevitable since everything is changing so fast that we need to make a constant effort to stay close to their world.

The new educational law presents very innovative proposals, in line with the needs of our society, but this is not always easy to transfer to the classroom. Textbooks quickly become obsolete despite the fact that publishers try to make us believe that by using their resources students will develop communicative competence at the end of their primary education. From the classrooms of the

schools, we can see the difficulties for this to be the case. The often-disproportionate ratios, as well as the variety of interests and educational needs of the students, make the vision of the First Foreign Language in the new educational law closer to utopia than to an attainable reality. For example, the English curriculum includes "self-confidence in the use of the foreign language" as a basic skill. Traditionally, it has been questioned whether Spanish society, in general, was insecure when speaking languages in public. Nowadays, this concept is included in the present educational law, to work with our students from the age of 6. It should be ensured that students are being trained to strengthen their self-confidence by including specific curricular elements related to this relevant aspect in the design of learning situations.

First foreign language teaching needs a revolution led by the teachers themselves to overcome old habits in language teaching and leave room for "relearning" how to teach. In addition, it is essential that both the initial training of foreign language teachers, which is the responsibility of universities, as well as the in-service training provided, to a large extent, in teacher training centers, be up to the changes and innovations sought by the new law.

2.1. Exit profile

One of the terms introduced by the LOMLOE is the student exit profile at the end of basic education. It is a single exit profile for the entire Spanish territory. As mentioned in the law itself, "it is the cornerstone of the entire curriculum, the matrix that unites and towards which the objectives of the different stages that make up basic education converge". Therefore, we cannot talk about the challenges we face in applying the LOMLOE without considering the exit profile that our students must achieve.

It should be noted that this exit profile is directly linked to the challenges set out in the UNESCO document *Key Drivers of Curricula Change* in the 21st Century, as

well as the SDGs of the 2030 Agenda adopted by the United Nations General Assembly.

For teachers, it is essential to understand the importance of this exit profile when designing programs, since it is the point that students must reach before moving on to Secondary Education. Incorporating this into our teaching can be really useful. We know where our students need to get to at the end of sixth grade and it is up to us how to get there.

For this, it is also essential that we understand the role of the key competences and their operational descriptors from the perspective of the First Foreign Language.

2.2. Key competences and operational descriptors

Following the Council recommendation of 22 May 2018 on key competences for lifelong learning, Member States should "support and reinforce the development of key competences for all individuals from an early age and throughout life, as part of national lifelong learning strategies". All the changes regarding key competences, with respect to the previous legislation, stem from this Council and, therefore, are common to all Member States. This is one of the aspects with which teachers are most familiar, since there are not so many changes with respect to the LOMCE, as far as competences are concerned. However, it has meant a great change when it comes to including this learning competency in the evaluations, since, with the previous educational law, we perceived that the key competencies were more present in the teaching processes than in the evaluation processes.

In the Royal Decree 157/2022 this has changed, and each specific competency is related to several evaluation criteria that allow us to evaluate the degree of acquisition of the competences.

As established in the Royal Decree 157/2022, regarding the key competences, "there is no hierarchy among them, nor can an exclusive correspondence with a single area, field or subject be established, but all of them are specified in the learning of the different areas, fields or subjects and, in turn, they are acquired and developed from the learning that occurs in all of them". Nevertheless, there are certain competencies that have a direct link with some subjects. In this case, we must mention plurilingual competence as a fundamental part of the area of English, being also one of the novelties provided by the current educational law. It appears in Annex I of Royal Decree 157/2022 and its main objective is to combine the communicative and intercultural dimensions.

According to the LOMLOE, "multilingual competence implies using different languages, oral or signed, in an appropriate and effective way for learning and communication". Therefore, our work as foreign language teachers should undoubtedly be led by the guidelines of this competence. Specifically, by its operational descriptors that will shape the student's exit profile, that is, what the student should be able to do at the end of Primary Education. It is worth highlighting two of the operational descriptors that are directly related to the area of foreign language. First, it is contemplated that "the student uses at least one language, in addition to the familiar language(s), to respond to simple and predictable communicative needs". Therefore, it is our responsibility that the students of Primary Education finish this stage being able to face basic communicative situations, always contextualized. To do so, it is necessary that active methodologies are the basis of our teaching process, where students are the protagonists of their learning. In this way, we must use role-play as a fundamental strategy for students to communicate in their first foreign language in everyday situations such as at a train station, in a store or in a restaurant.

Secondly, upon completing primary education, the student, "from his or her experiences, recognizes the diversity of linguistic profiles and experiences strategies that allow him or her to make simple transfers between different

languages in order to communicate in everyday contexts". Therefore, we must have a real commitment to the linguistic diversity with which we coexist nationally and internationally. While it is true that this should also be worked from other areas such as Spanish, from the subject of English we can show how to broaden horizons by using other languages. Projects based on eTwinning can teach students about the linguistic diversity that surrounds them and how English can be the language that allows us to communicate our ideas, emotions, thoughts, and personal information anywhere in the world. This European Commission portal is part of the Erasmus+ program and seeks to facilitate contact and exchange of experiences between students from different countries, making them understand the use of English as a lingua franca.

2.3. Specific competences and evaluation criteria

The term specific competences arise with the LOMLOE and, although its function is none other than to facilitate the achievement of the key competences and to give teachers more guidelines on how to include them in the teaching-learning process, it is still a new concept with which teachers are not familiar. In the case of the area of English, there are six specific competences that we must consider.

The first specific competence refers to "understanding the general meaning and specific and predictable information of short and simple texts, expressed clearly and in the standard language, making use of different strategies and resorting, when necessary, to the use of different types of support, to develop the linguistic repertoire and to respond to everyday communicative needs".

The task of foreign language teachers is to provide a variety of useful resources for students to acquire comprehension strategies in different contexts. These must be comprehensible, graded in difficulty and contextualized. Nowadays, we have a multitude of *YouTube* channels that can help us with audiovisual material, online texts in platforms such as Vooks or Epic, etc. There are a wide range of

activities that can be carried out with the acquired information, from tangible final products, to following instructions, rhymes, etc.

Certainly, the fact that listening and reading comprehension are combined in the same competency can be confusing. Although students should be proficient in both aspects by the end of Primary Education, as teachers of this subject we must plan when and how they are ready to do so. In the case of listening comprehension, it is essential to provide students with a variety of inputs from Early Childhood Education. In this sense, the creation of blogs in schools so that students can access resources selected by teachers from home is very important to increase the number of hours they are exposed to this language. Likewise, schools that have a conversation assistant have the possibility of encouraging active listening and oral comprehension among their students through a native speaker. In the case of reading comprehension, it is crucial to use texts that are graded in difficulty and related to the interests of their students. In the Primary Education, it is essential to design reading promotion programs. From the English area, we can provide projects and learning situations based on English-speaking authors and children's literature stories appropriate to their age.

The second specific competence refers to the production of simple texts. To address it, we must start from the inherent differences in the different levels, since a 6-year-old student does not have the ability to produce a written text autonomously, while a 12-year-old student can reach a high level of written expression with the appropriate tools due to his or her capacity for abstraction and knowledge of linguistic rules. Likewise, if we refer to oral messages, we can start working and achieve a good result from the first year of Primary Education, even in Early Childhood Education. For this purpose, we can make use of specific resources such as storytelling, songs, digital resources or games in the presentation and practice phases, which allow us to acquire the knowledge prescribed by law and take them to a final contextualized production, either orally or in writing. In this sense, a particularly useful strategy for teachers is

scaffolding or scaffolding to guide and support students from the first educational levels, thus achieving that they finish the educational stage producing oral and written texts in an autonomous way.

In this case, it is necessary to dedicate more hours during classes to this specific competence. For this, students need interesting proposals so that from a very early age they dare to speak and write in English, without fear of making mistakes. There are many routines that can be introduced in First Foreign Language classrooms to encourage the production of oral texts, such as speaking cards or role-plays. In the case of younger students, it is convenient to introduce basic questions and answers daily in the assembly. From asking about age, likes and dislikes or birthdays to talking about the weather and reviewing quantities. Through these types of routine techniques, students can learn to express themselves and to perform oral monologues or texts on different topics adapted to their age and interests.

The third specific competence refers to "interacting with other people using everyday expressions, resorting to cooperative strategies and using analog and digital resources, to respond to immediate needs of their interest in communicative exchanges respectful of the rules of courtesy". To ensure that our students acquire this competence, it is crucial to carry out exchange activities with students from other countries, online activities through projects such as eTwinning or even incorporating conversation assistants to our centers to achieve the most real interactions possible. We should try to use English as the vehicular language in our classrooms, except in certain circumstances, when there are students with comprehension and expression difficulties. In these cases, as stated in article 19.6 of the LOMLOE, measures of flexibility, methodological adaptations, and the use of the mother tongue as a support will be established. The application of these measures and the strategies involved require teachers, in general, and Foreign Language teachers, in particular, to constantly update their knowledge and an attitude that promotes the continuous

improvement of the teaching task. As English teachers, we must be updated and willing to incorporate all these possibilities in our classrooms.

We can observe the relationship between the previous specific competence and this one, thus, teachers should work on both of them together. Currently, there are gamification projects implemented in Primary Education classrooms, in which students get points if they manage not to speak in Spanish for a long period of time. In this way, students are encouraged to speak in English, seeking communication in simple interactions, even if they make mistakes in their contributions. To achieve this in the classroom, it is necessary to achieve a relaxed and trusting atmosphere in which students are not afraid to make mistakes, and, above all, that the teacher uses English as a means of communication, thus becoming an example for the students. In addition, on certain occasions we can propose communicative situations based on their close environment in which one of the students has information that the other does not have, and through the exchange of messages they reach a common understanding and agreement.

The fourth specific competency consists of "mediating in predictable situations, using strategies and knowledge to process and transmit basic and simple information, in order to facilitate communication". The key concept referred to, therefore, is mediation. According to the CEFR, "mediation is that communicative situation in which the user or learner participates as a social agent and is engaged in building bridges that help convey or express meaning." If, as English teachers, we want our students to develop their communicative competence, we must take this term into account and include it in our sessions as a priority aspect. For teachers, it is one of the most difficult aspects to incorporate, since not so long ago, it was not an element that was given so much importance.

It is perhaps the most innovative specific competence, so it will surely present more challenges to teachers when including it in the teaching-learning

processes. In this sense, there are techniques and strategies that we can carry out in the primary classroom to work and develop this specific competence with our students. For example, including summary or synthesis activities based on the viewing of a video; paraphrasing the intervention of another classmate using other words or expressions; or even teaching them to negotiate to reach an agreement in small groups.

The fifth specific competence mentions "recognizing and using personal linguistic resources among different languages, reflecting on how they work and identifying one's own strategies and knowledge, in order to improve the response to specific communicative needs in familiar situations". It is essential that students in Primary Education acquire basic notions about the functioning of different languages, as well as the necessary strategies to establish communication processes. Developing this specific competence from the first levels of Primary Education can be crucial to achieve future citizens who are truly competent in their first foreign language.

From the primary classroom, a multitude of projects can be implemented in which students reflect on different languages and their functioning that may have some relevance in the environment of our students. Thus, if we have students in the classroom of Ukrainian or Arabic origin, we can reflect on the different peculiarities of these languages with respect to our mother tongue and, above all, with respect to English. It is also interesting to include metacognition techniques from the first levels of Primary Education, so that, in this way, students can understand what helps them to be competent communicatively speaking and be able to carry out these strategies in future occasions.

The sixth specific competence requires "appreciating and respecting linguistic, cultural and artistic diversity from the foreign language, identifying and valuing the differences and similarities between languages and cultures, in order to learn to manage intercultural situations". It is evident that there are connections

between this specific competence and the plurilingual competence, and that the role of the foreign language in its achievement is crucial. As teachers of this subject, we must propose activities and projects based on other cultures, learn to value linguistic and cultural diversity, and learn to identify differences and similarities between our mother tongue and other languages. Thus, the area of Spanish Language and Literature is closely linked to the specific competences of the Foreign Language for the awareness of the differences and similarities between both languages, cultural and linguistic, and the process of interference that students make from their mother tongue to the foreign language.

Through the learning situations, in which the students will work in an integral way from the different areas established in the Primary Education curriculum, activities based on the knowledge of other cultures, languages and artistic expressions can be designed. It is convenient to achieve a good coordination among teachers in order to achieve the participation of all areas. Teachers should implement cooperative learning strategies in their meetings to elaborate effective learning situations that develop each of the specific competences. In the didactic units, holidays such as Halloween or Thanksgiving have usually been included in the programming of the English area. Although this is still interesting and motivating for students, it is convenient that teachers include many more aspects related to the cultural and artistic variety that surrounds us in this globalized world.

Having analyzed the different specific competencies that are part of the foreign language area, it is convenient to reflect on the evaluation criteria that will allow us to evaluate the achievement of each of them. The LOMLOE classifies and breaks down the specific evaluation criteria for each competency.

Our role is to diversify these criteria for each of our projects or learning situations. In such a way that, at the end of each of the cycles of the Primary Education stage, the students have been evaluated in all those that appear in the new

educational law. In order to grade each of these criteria, we can use different evaluation instruments: rubrics, evaluation targets, observation scales, anecdotal records or checklists, among others. Teachers should therefore be aware of the multitude of types, techniques, evidence and evaluation instruments that exist, and which are the most useful for collecting information that will allow them to evaluate each of the prescriptive criteria. Sometimes, teachers have assessment strategies that are somewhat obsolete and not adapted to recent changes.

2.4. Basic knowledge

In the Royal Decree 157/2022 basic knowledge is defined as "knowledge, skills and attitudes that constitute the contents of an area or field and whose learning is necessary for the acquisition of specific competences". This basic knowledge arises from the minimum teaching and is configured on the basis of knowledge (know), skills (know-how) and attitudes (know how to be).

In the specific case of Foreign Language, the knowledge is grouped into three large blocks. First, the "Communication" block refers to everything that encompasses communicative competence in everyday situations. Secondly, the "Multilingualism" block covers linguistic diversity. Thirdly, the "Interculturality" block focuses on the cultural and artistic part of the First Foreign Language.

As teachers of this subject, we must organize the basic knowledge in the different learning situations that we are going to develop in the different levels, in order to work on all of them at the end of each of the cycles. This is a substantial change with respect to the contents present in the previous educational law, since being classified by cycles instead of by levels, it requires a greater coordination among the teachers of each one of them.

2.5. Learning situations and DUA

One of those terms that has not stopped being repeated since the emergence of LOMLOE has been learning situations. No one is unaware of the difficulty

involved for teachers as a whole to make new terms and concepts their own; in the case of this law, the difference between the hitherto customary didactic units or projects and learning situations. It is not clear in the regulation if the concept of didactic unit disappears and if it has been replaced by the concept of learning situation; and if so, teachers must be clear about the difference between both concepts.

In annex III of Royal Decree 157/2022, we can find guidelines regarding the implementation of learning situations in Primary Education. They are defined as "situations and activities that involve the deployment by students of actions associated with key competences and specific competences and that contribute to the acquisition and development of these competences". These guidelines are not sufficient for most teachers who, however, have found much more concrete instructions in the regional decrees.

In the area of English as a Foreign Language, learning situations, acquire a special significance. There is no doubt that language is one of the most powerful tools that human beings have. We can express or communicate an idea in different ways and the possibility of working on any subject or discipline from this area gives it a clear transversality. Therefore, foreign language teachers can build and design their learning situations around any subject: sports, music, values, cultural elements, etc. It is also essential that in the design of these learning situations the interests and motivations of the students are taken into account, since the result of the activity will have a greater significance for them and can be applied to the environment in which they live and of which they are a part.

Another aspect to highlight is the DUA. Article 5 of Royal Decree 157/2022 mentions the general principles to be considered in the Primary Education stage. It should be noted that "the organizational, methodological and curricular measures adopted for this purpose shall be governed by the principles of Universal Design for Learning".

Therefore, there is no doubt that DUA must be a reality in our classrooms and that teachers must program taking into account the principles and guidelines that it entails. This concept was created by architect Ron Mace. It is based on creating environments that can be used by everyone without the need to be adapted. In this way, from the educational field, it is proposed that any teaching-learning process should be based on the diversity of the student body, and not on the individual adaptation of activities.

There is no doubt that most teachers will understand this concept and agree with the benefits it brings. The problem is again the same, the lack of training and resources to take this from paper to the classroom.

3. TEACHER CHALLENGES

In the area of the application of the curricular development of this law in Royal Decree 157/2022, of March 1, establishing the organization and minimum teachings of Primary Education, from our perspective as active teachers we perceive that the centers have been, in general, overwhelmed by the excessive bureaucracy and development of programs, without having at that time, in our opinion, sufficient training and information. As in all the beginnings of a school year, teachers must design their own programs, considering the levels and subjects they teach. In this case, given the substantial change in the curricular elements and in the relationship between them, as teachers we have perceived confusion in our environment when developing classroom programs.

For this reason, many of the cloisters in our environment have asked for more time to understand how to link the different elements and to coordinate with other teachers to put into practice truly interdisciplinary learning situations. At the same time, they ask for more training and guidance to fill in the documents

requested by the educational administration and for flexibility in the delivery of these documents.

To ensure that teachers understand the application of this law and the improvement it can bring about, it is essential that they feel involved in its development and not just see it as a succession of bureaucratic procedures. To this end, it would be essential to have experts in the educational centers to accompany them and guide them in the configuration of the programs, dedicating the necessary time to each section and not simply seeking to meet deadlines. The lack of participation of the teaching staff in the development of this law becomes more evident when enrollment in courses that explain curriculum development in the Primary Education stage is, in general, voluntary and not prescriptive.

It is also necessary to refer to the coordination between areas that this new law requires. If we want to propose truly interdisciplinary learning situations, all specialists must contribute ideas on how a project can be enriched by the basic knowledge and specific competencies of their area. It is also necessary to plan meetings on a regular basis, something that is not so easy in Primary Education due to the functioning of the centers and the excessive number of teaching hours that teachers have.

As Foreign Language teachers, as specialists in all of Primary Education, we face a curriculum that we must manage from 1st to 6th grade. If we have the support of textbooks, we should know that only the odd courses are updated according to the LOMLOE. And, in addition, as it is also something new for the publishers, we observe that there are a multitude of errors in the way of programming and including, for example, learning situations. On the other hand, those of us who decide to work without a textbook, seeking to personalize teaching for the group of students we teach, must do a thorough and arduous job in the selection of

basic knowledge and criteria to be evaluated through each learning situation proposed.

In relation to evaluation and promotion, the preamble of Organic Law 3/2022 also introduces substantial modifications. The restructuring of basic knowledge and specific competencies into three different cycles increases the difficulty for teachers to program annually and sometimes makes them feel insecure in planning what to include in each school year.

In some cases, it is through social networks (Twitter, Instagram, etc.) and virtual cloisters where we find the most up-to-date resources and the most innovative approaches. However, a large part of the educational community is outside this trend and does not use these social networks as sources of information and resources. It is clear that it is necessary to have, in this case, a double critical filter to identify which practices respect the curricular development and which present activities with the curricular distribution that we found in the previous Organic Law (LOMCE).

For all these reasons, this law requires constant updating and ongoing teacher training.

4. CONCLUSION

The educational revolution needs teachers committed to change, willing to turn the whole teaching-learning process upside down. We have no doubt that we are on the right track. The present educational law of our country provides many innovative and necessary aspects for the world in which we live. Therefore, once we have the legislative document, it is up to us to integrate these modifications into our programs and teaching practice.

As foreign language teachers, we believe that our work is fundamental in the school of the 21st century, since achieving linguistically competent students is one of the greatest challenges facing education.

In this school year of educational changes, most teachers feel confused and lost, due to the lack of training and the bureaucratic pressure to which they are subjected.

The insufficient participation of the educational community in the elaboration of this Organic Law and in its corresponding curricular development is something that we want to emphasize and before which we must not remain impassive. It is essential that didactics are made about for what they are intended, and that practical educational principles are taken into account for the preparation of these documents and how they can be transmitted to those who will be in charge of their application, using a less changing language that does not baffle teachers. Despite this, there is no doubt that it is our responsibility and legal obligation to apply as rigorously as possible the set of curricular elements, which in practice will turn into well-designed and contextualized learning situations from which students can obtain relevant and meaningful learning.

BIBLIOGRAPHIC AND NORMATIVE REFERENCES

- Alba Pastor, C. (2018). Diseño Universal para el Aprendizaje un modelo didáctico para proporcionar oportunidades de aprender a todos los estudiantes. *Padres y Maestros / Journal of Parents and Teachers*, (374), 21-27. <https://doi.org/10.14422/pym.i374.y2018.003>
- Consejo de la Unión Europea (2018). Recomendación 2018/C 189/01, del Consejo, de 22 de mayo de 2018, relativa a las competencias clave para el aprendizaje permanente. Diario Oficial de la Unión Europea, 189, 1-13. <https://bit.ly/2Ml3ijm>
- Council of the European Union, Directorate-General for Education, Youth, Sport, and Culture (2019). *Key competences for lifelong learning*, Publications Office. <https://data.europa.eu/doi/10.2766/569540>
- Decreto 107/2022, de 28 de julio, por el que se establecen la ordenación y el currículo de la Educación Primaria para la Comunidad Autónoma de Extremadura.
- Ley Orgánica 2/2006, de 3 de mayo, de Educación. BOE, 106, de 4 de mayo de 2006.
- Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. BOE, 340, de 30 de diciembre de 2020.
- Ley Orgánica 8/2013, de 9 de diciembre, para la Mejora de la Calidad Educativa. BOE, 295, de 10 de diciembre de 2013.
- Real Decreto 157/2022, de 1 de marzo, por el que se establecen la ordenación y las enseñanzas mínimas de la Educación Primaria.