**MDD1 : CONTEXTUAL FACTORS**

**MDD Standard**

* The teacher candidate collects data regarding the institutional and classroom contexts, the characteristics of the pupils as a group and its diversity, using this information to plan and deliver instruction.
1. **Community in which the school is located and/or serves, municipality or owner and school factors.**

The institution is an elementary school which is located in Talcahuano, Región del Bío Bío. There are about 200 students from First to Eighth grade and there is only one group of 15-26 students per grade. The institution is a subsidized school; hence, it is funded by the municipality and the students’ parents or tutors. The students are from different socioeconomic profiles, but mostly vulnerable. None of the student’s family belong to an indigenous group and most of the students are catholic. In collaboration with JUNAEB, the school gives breakfast to some students during the first break, and food during lunchtime. The “Plan Lector” of the school involves students reading everyday during 15 minutes after the first break, 9.45 hrs.

The school has one common playground for all students, which is located in front of the classrooms. There is a library for the students and a cafeteria for them to have lunch. In addition, each classroom there are windows in both sides of the room, so the daylight allows the teacher to have the lights turned off. Also, each class has about sixteen tables for two students each, there is a whiteboard in front of the room and there is a bookcase next to the board where the students keep their books. Moreover, every classroom in the school has a projector hanging from the roof.Finally, each student in the school, in fifth grade, is given an English-Spanish dictionary by the Ministry of Education.

**1.1. How These Factors May Impact My Lessons.**

I think that the first factor that I have as an advantage is the amount of students per course. As there are not too many students, I think I might be able to better manage the class. Secondly, I have seen that, even though every student was given an English-Spanish dictionary, some of them forget to take to the class and use it as an excuse for not doing the activities.

1. **Student Characteristics and Their Instructional Implications:**

**2.1 Description of First Characteristic of Student(s) in this Class.**

The first characteristic to describe is their behaviour. During the first lesson, they had to work on a worksheet which was going to be evaluated later, individually. i could observe that the teacher had to spend about 15 minutes for explaining the instructions since the students would not stay quiet and did not understand. Hence, she had to waste time asking them to stay in silence and explain the instructions in their mother tongue, Spanish.

While they were working on the exercises, during the first ten minutes they stayed focus on it until one student arrived late and distracted her classmates who were sitting at the back of the room. Since then, most students started chatting and laughing.

**2.1.1 How This Characteristic Will Impact my Lesson:**

I consider their bad behaviour as a future difficulty for when I have to prepare my lesson. As I have come to realize that they do not stay focused on the same exercise for too long, maybe I will have to prepare several different and attractive activities so they will stay focused on them. In addition, I think it is important that I keep in mind that the student who arrived late was the one initiating the conversation and distracting her classmates.

**2.2 Description of Second Characteristic of Students in this Class:**

The second characteristic to describe is their level of English. I have been able to observe that most students have difficulties for understanding the instructions when they are told in English.

The teacher expressed that she tends to include at least one reading activity in every class since the school is really focused con developing the reading skills in Spanish and English. As many students have told me, they do not understand what they are reading so they prefer to not even try to do the activity. On the other hand, I have seen that, even though they do not fully understand the texts, other students are perfectly capable of accomplishing the tasks with a little guidance from the part of the teacher.

**2.2.1 How This Characteristic Will Impact my Lesson:**

As the school is really aimed to develop their reading skills, I think I should include at least one short reading activity. Nevertheless, as I know that some students have difficulties for these activities, I could give them the opportunity to work with a partner, but I would have to create the couples since they should work with someone who has better skills with the language.

1. **Physical Aspects of the Classroom and Their Instructional Implications:**

**3.1 Description of First Physical Aspect:**

Each classroom has windows on both sides of the room on the opposite walls, so I consider that the daylight that enters through the windows is enough for working.

**3.1.1 How This Aspect Will Impact My Lesson:**

As I have seen that it has worked out for the teacher these last weeks, I will be able to use the projector without having problems when turning off the lights. Due to the light that allows the teacher to have the lights turned off, the students are able to see well and write on their notebooks.

**3.2 Description of Second Physical Aspect:**

All the classrooms have tables for the students to sit in pairs. These are arranged in four columns with four tables each, and the space between them is enough for the teacher to walk through the halls.

**3.2.1. How This Aspect Will Impact My Lesson:**

As students are already sitting in pairs, I can arrange activities for them to work together since I know for what I have already seen that they will start talking anyways. Maybe I could even ask them to work in groups of four since they would only have to turn their chairs.

**4. Reflects on the importance of knowing about students and the context to provide quality teaching.**

Knowing about the students to whom I will be teaching to in the future and the context in which they are would help me to carefully select the topics for working with them. Not only do I need to be careful about what I will be talking about in the class, but also I have to consider that for some students school is a scape and a break from what they might be living at their homes. Hence, it is extremely important that I plan my classes thinking about, not only how much they will or have to learn about the language, but also how I might help them to be interested in something that may catch their attention enough for wanting to learn more and help them in other aspects.