Postgraduate Certificate
Educational Processes and Contexts in High School Education

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Postgraduate Certificate
Educational Processes and Contexts in High School Education

- Modality: **online**
- Duration: **6 weeks**
- Certificate: **TECH Global University**
- Credits: **6 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/us/education/postgraduate-certificate/educational-processes-contexts-high-school-education**

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01

Introduction

The current education system is the result of a process of creation, development, and adaptation to pedagogical models, to the learning needs of high school students, and to legislative developments. A necessary context to know if you want to be able to assume positions of responsibility, leadership and teamwork in educational centers. Faced with this reality, TECH has created this program that provides the teacher with the necessary information to understand the regulatory framework, the White Paper, therefore, as well as the organizational structure of a teaching space where innovation is currently sought. All this, in addition, with a syllabus 100% online, advanced and prepared with the highest rigor by a team of teachers specialized in the sector.

You will get an advanced learning on Educational Processes and Contexts in High School Education thanks to this 100% online Postgraduate Certificate"

There is undoubtedly an intrinsic relationship between education systems and the promotion of legislative policies in this sector. A panorama that has undergone multiple transformations and adaptations throughout history, without which the current functioning and organization of schools cannot be understood.

A reality that teaching professionals with a broad interest in their sector should be aware of if they want to broaden their competencies in order to assume management and/or teamwork responsibilities in educational environments in High School Education. For this reason, this educational institution has designed this university program that provides the teacher with the most comprehensive knowledge on Educational Processes and Contexts in this educational stage.

A program with a syllabus with a theoretical-practical approach that provides essential knowledge about the White Paper on Education, the regulatory framework, the organization of resources and infrastructures in a school, as well as the characteristics and forms of organization. An educational journey that will be much more dynamic and visual thanks to multimedia pills, specialized readings and case studies, prepared by a team of specialized professionals. In addition, with the Relearning system, based on content repetition, the high school students will be able to reduce the long hours of study and memorization.

In this way, the high school students who take this program will have access to a 100% online Postgraduate Certificate, compatible with their daily responsibilities, and that will allow them to advance in the education sector. All this, in addition to multimedia content that you can access comfortably at any time of the day from a computer, tablet or cell phone with an Internet connection.

This **Postgraduate Certificate in Educational Processes and Contexts in High School Education** contains the most complete and up-to-date educational program on the market. The most important features include:

- The development of case studies presented by experts in teaching in High School Education
- The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- Practical exercises where self-assessment can be used to improve learning
- Its special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

Perfectly know the ins and outs of the educational legislative system and the new teaching strategies in educational centers"

This program will lead you to discover the new role of teachers and managers as agents of change"

The Relearning system will allow you to assimilate the concepts more easily and reduce the long hours of study.

In this Postgraduate Certificate, you will learn the best strategies to improve the quality of life in the school center.

The program's teaching staff includes professionals from the field who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the educational year. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

02

Objectives

The objective of this Postgraduate Certificate is oriented to provide teaching professionals with a deep knowledge of the Educational Processes and Contexts that mark the current teaching system. A goal that will be much easier to achieve thanks to the pedagogical resources provided by TECH and the excellent teacher team that integrates this university program.

Gain an in-depth knowledge of the educational and regulatory processes of the Spanish system thanks to this university program"

General Objectives

- Introduce students to the world of teaching, from a broad perspective that provides them with the necessary skills for the performance of their work
- Know the new tools and technologies applied to teaching
- Show the different options and ways the teacher can work in their post
- Promote the acquisition of communication and knowledge transmission skills and abilities
- Encourage continuing training for students

You will take a 180-hour educational journey through the White Paper and the basis of the General Education Law"

Specific Objectives

- Learn about the White Paper as the basis for the General Education Law
- Explain the concept of White Paper
- Identify the different educational laws in chronological order
- Expose the determinants of the educational reform
- Present the general and fundamental principles of the educational reform
- Mention the main characteristics of the Moyano Law
- Show the particularities of the General Education Law: preamble, purposes, educational levels, educational centers and teachers

03

Course Management

TECH has brought together in this university program an excellent team of teachers with extensive professional experience in public and private schools at all stages of education. This is a guarantee for high school students who wish to access the latest and most advanced knowledge through the best experts. In addition, thanks to their proximity, students will be able to resolve any doubts that may arise regarding the content of this Postgraduate Certificate.

You will find in this Postgraduate Certificate an excellent team of teaching professionals with extensive experience in the sector"

Management

Dr. Barboyón Combey, Laura

- Teacher of Primary Education and Postgraduate Studies
- Teacher in Postgraduate University Studies of High School Teacher Formation
- Teacher of Primary Education in several schools
- Doctor in Education from the University of Valencia
- Master's Degree in Psychopedagogy from the University of Valencia
- Degree in Primary School Education with a major in English Teaching from the Catholic University of Valencia San Vicente Mártir

04

Structure and Content

Thanks to the effectiveness of the Relearning method, the high school students who follow this instruction will do so in a natural and progressive manner, reiterating key concepts and reinforcing new knowledge. In this way and together with the multimedia material, the teachers will be able to delve in a much more dynamic way into the Educational Processes and Contexts, which will allow them to take a step further in their professional career in the teaching sector.

A syllabus that brings you closer to innovation in educational centers through innovative pedagogical resources"

Module 1. Educational Processes and Contexts

1.1. Introduction
- 1.1.1 White Paper
  - 1.1.1.2. What is a White Paper?
- 1.1.2. Preamble
  - 1.1.2.1. Purposes
- 1.1.3. Preschool Education
  - 1.1.3.1. General Basic Education
  - 1.1.3.2. High School
  - 1.1.3.3. Vocational Training
- 1.1.4. Educational Centers
  - 1.1.4.1. Professors

1.2. The LODE of 1985 and the LOGSE of 1990
- 1.2.1. Introduction
- 1.2.2. Organic Law of the Statute of Schools (LOECE) of 1980
- 1.2.3. Organic Law Regulating the Right to Education (LODE) of 1985
- 1.2.4. Organic Law for the General Organization of the Educational System (LOGSE) of 1990
  - 1.2.4.1. Early Childhood Education
  - 1.2.4.2. Primary Education
  - 1.2.4.3. High School Education
  - 1.2.4.4. High School
  - 1.2.4.5. Vocational Training
  - 1.2.4.6. Special Education

1.3. The Organic Law on Education (LOE)
- 1.3.1. Introduction
- 1.3.2. Organic Law on Education (LOE): Principles
- 1.3.3. Organic Law on Education (LOE): Teaching
  - 1.3.3.1. Early Childhood Education
  - 1.3.3.2. Primary Education
  - 1.3.3.3. Compulsory High School Education
  - 1.3.3.4. High School
  - 1.3.3.5. Vocational Training
- 1.3.4. Organic Law on Education (LOE): Itineraries

1.4. The Organic Law for the Improvement of the Quality of Education (LOMCE)
- 1.4.1. Introduction
- 1.4.2. LOMCE: Currículum
- 1.4.3. LOMCE: Compulsory High School Education
- 1.4.4. LOMCE: High School
- 1.4.5. LOMCE: Vocational Training
  - 1.4.5.1. Dual Vocational Training
- 1.4.6. LOMCE: Educational System Itineraries
- 1.4.7. LOMCE: Key Skills

1.5. The Organization of the Institutions
- 1.5.1. Concept of School
- 1.5.2. Components of the School Center
- 1.5.3. Characteristics of Educational Centers
  - 1.5.3.1. Autonomy of the Centers
  - 1.5.3.2. Functions of The School

1.6. Management and Leadership Applied to the Educational Institution: Management Team
- 1.6.1. Management of the Educational Institution
  - 1.6.1.1. Conceptions of the Term Management
- 1.6.2. Leadership.
  - 1.6.2.1. Concept of Leader
  - 1.6.2.2. Gestation of the Leader
  - 1.6.2.3. The Authentic Leader
- 1.6.3. Leadership in Today's Organizations
  - 1.6.3.1. Importance of Authentic Leadership
  - 1.6.3.2. The Need for Authentic Leadership in Education
  - 1.6.3.3. Types of Leadership
- 1.6.4. Leadership in the Management of Educational Institutions and Initiatives
  - 1.6.4.1. Leadership of the Management Team
  - 1.6.4.2. Pedagogical Leadership of the Director
  - 1.6.4.3. Leadership of the Head of Studies

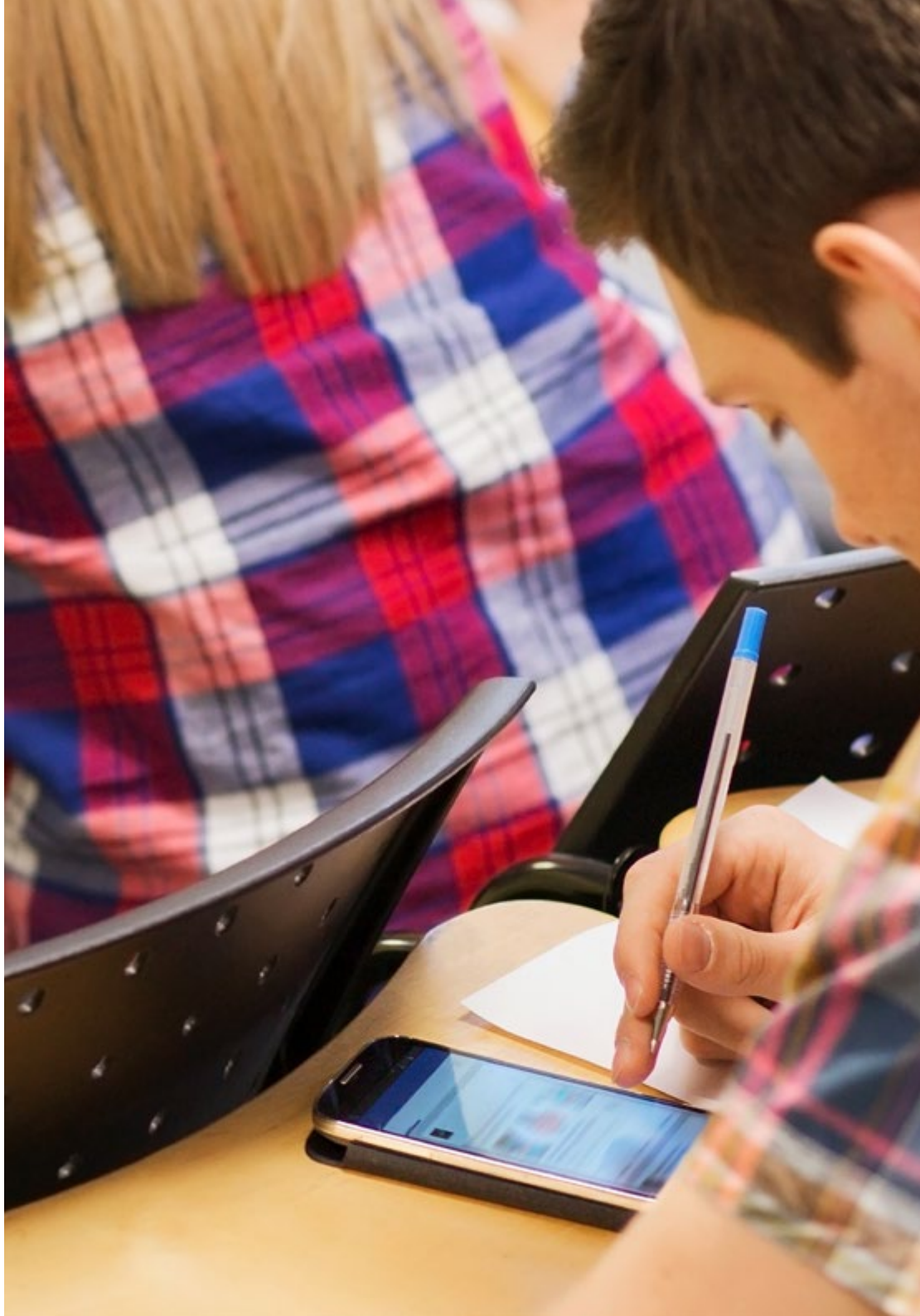
1.7. Management and Leadership Applied to the Educational Institution: Teaching Team
- 1.7.1. Teaching Team: Functions and Rights of the Teaching Staff
- 1.7.2. Teachers Organization
  - 1.7.2.1. Teamwork
    - 1.7.2.1.1. Working Groups
  - 1.7.2.2. The Teacher as Tutor
    - 1.7.2.2.1. The Profile of the Tutor
    - 1.7.2.2.2. Duties of the Tutor
  - 1.7.2.3. The Teacher-Coach
    - 1.7.2.3.1. Conceptualization and Characteristics
    - 1.7.2.3.2. The Coach
  - 1.7.2.4. Networking
- 1.7.3. Leadership of the Teaching Staff
  - 1.7.3.1. The Leadership of the Tutor
  - 1.7.3.2. Teacher Leadership

1.8. The Guidelines of a School Center
- 1.8.1. School-Based Education Project
  - 1.8.1.1. The Content of School-Based Education Project
  - 1.8.1.2. Development of School-Based Education Project
  - 1.8.1.3. Implementation of School-Based Education Project
  - 1.8.1.4. Evaluation of School-Based Education Project
- 1.8.2. Internal Rules
  - 1.8.2.1. The Content School-Based Education Project, a Discretionary Matter
- 1.8.3. Specific Plans
  - 1.8.3.1. Purpose, Typology and Content
  - 1.8.3.2. Another Way of Expressing the School-Based Education Project
- 1.8.4. Annual Report
  - 1.8.4.1. Guidelines for the Preparation of an Educational Center's Annual Report
- 1.8.5. Autonomy as a Requirement

1.9. The Organizational Structure of a Center and Communication Instruments
- 1.9.1. Collegiate Bodies
  - 1.9.1.1. The School Council
    - 1.9.1.1.1. Composition
    - 1.9.1.1.2. Election and Renewal of the School Board
    - 1.9.1.1.3. Competencies
  - 1.9.1.2. The Teaching Staff
- 1.9.2. Educational Coordination Bodies
  - 1.9.2.1. Teaching Departments
  - 1.9.2.2. Guidance Department in Compulsory Secondary Education
  - 1.9.2.3. Complementary and Extracurricular Activities Department
  - 1.9.2.4. Pedagogical Coordination Commission

1.10. Curriculum Management
- 1.10.1. The School Space: the Organization of the Classroom
- 1.10.2. Assessment of the Spatial Design of the Classroom
  - 1.10.2.1. Systematic Observation of Users in the Course of Using the Space
  - 1.10.2.2. Self-Application and Evaluation
- 1.10.3. The School Space as a Dynamic Creation of the Teacher
- 1.10.4. School Time
- 1.10.5. Student Organization
  - 1.10.5.1. Vertical Organization of the Student Body
    - 1.10.5.1.1. Graduate School
    - 1.10.5.1.2. The Ungraded School
    - 1.10.5.1.3. The Multigrade School
  - 1.10.5.2. Horizontal Organization of the Student Body
    - 1.10.5.2.1. The Autonomous Class
    - 1.10.5.2.2. Departmentalization
    - 1.10.5.2.3. Team Teaching by Teachers

1.11. Change and Innovation in the School
- 1.11.1. Improvement in Education
  - 1.11.1.1. From Change as a Necessity to Change as an Opportunity
  - 1.11.1.2. Global Changes vs. Partial Changes
  - 1.11.1.3. Organizational Changes vs. Social Changes
  - 1.11.1.4. Towards Successful Change



1.11.2. Institutional Innovation
1.11.3. The Creation and Management of Collective Knowledge
1.11.3.1. Departments and Educational Teams as Structures for Innovation
1.11.3.2. Strategies for Intervention in Collaborative Contexts
1.11.4. Teachers and Managers as Agents of Change
1.12. Change and Innovation in the School Center: Spatial Context and Didactic Project
1.12.1. The Planning Process for the Improvement of the Spatial Context of Learning
1.12.2. The Imperatives for Change and the School in its Environment
1.12.3. The Traditional Model
1.12.4. Spatial Context and Didactic Project
1.12.5. Infrastructure of the New Learning Contexts
1.12.6. Strategies for the Improvement of the Quality of Life in the School Center
1.12.6.1. Search for Correspondence between the Designs of the Building and the Furniture
1.12.6.2. Development of a New Conception of the Workplace of the Student
1.12.6.3. Redistribution of the Work Areas by Means of the Furniture
1.12.6.4. The Participation of Students in the Appropriation of Space
1.12.6.5. The Urban Planning Dimension

Access a program that will give you the necessary skills and techniques to be able to have leadership in the management of educational institutions and initiatives"

05

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.

It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method"

The effectiveness of the method is justified by four fundamental achievements:

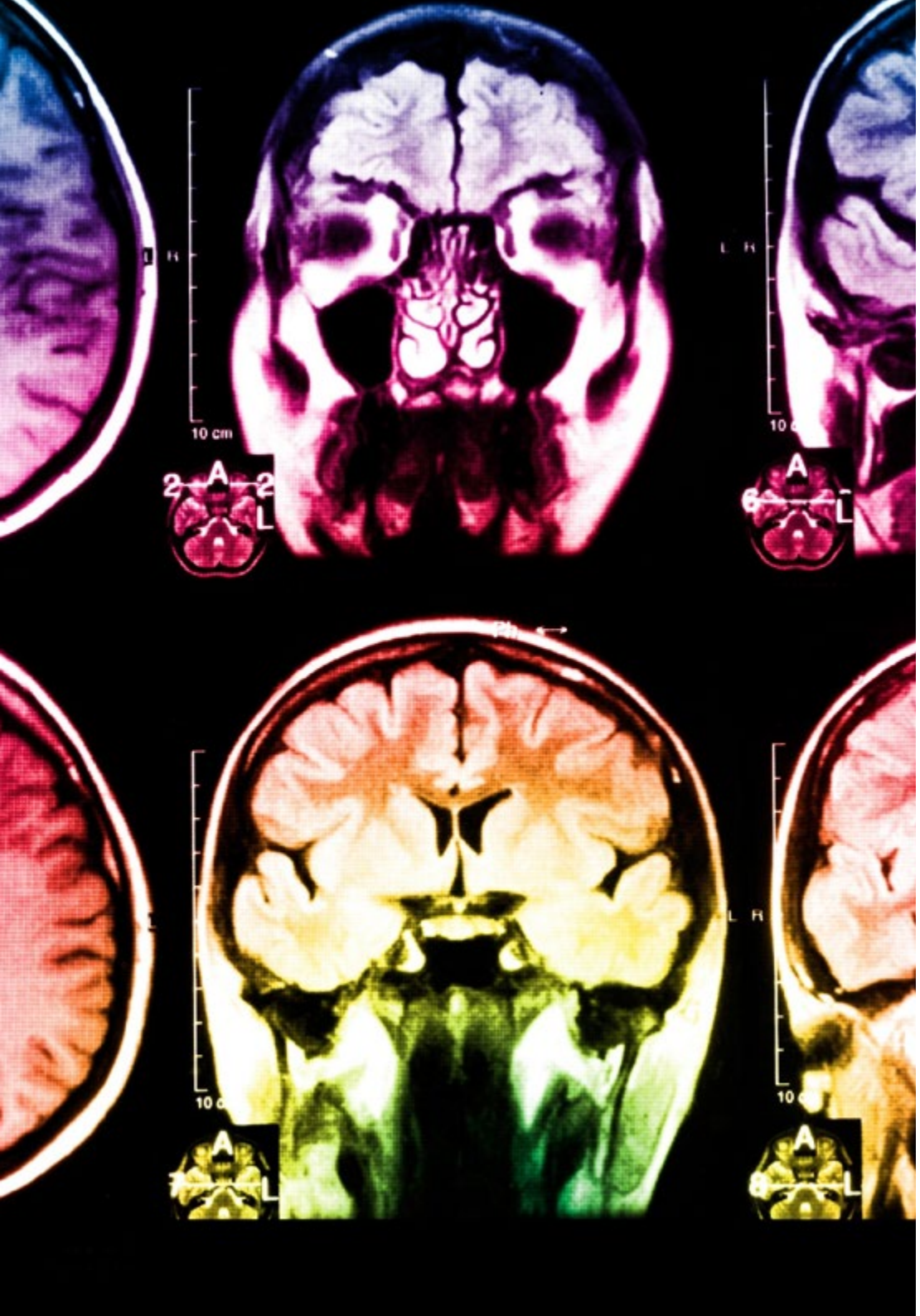
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.

This program offers the best educational material, prepared with professionals in mind:

Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.

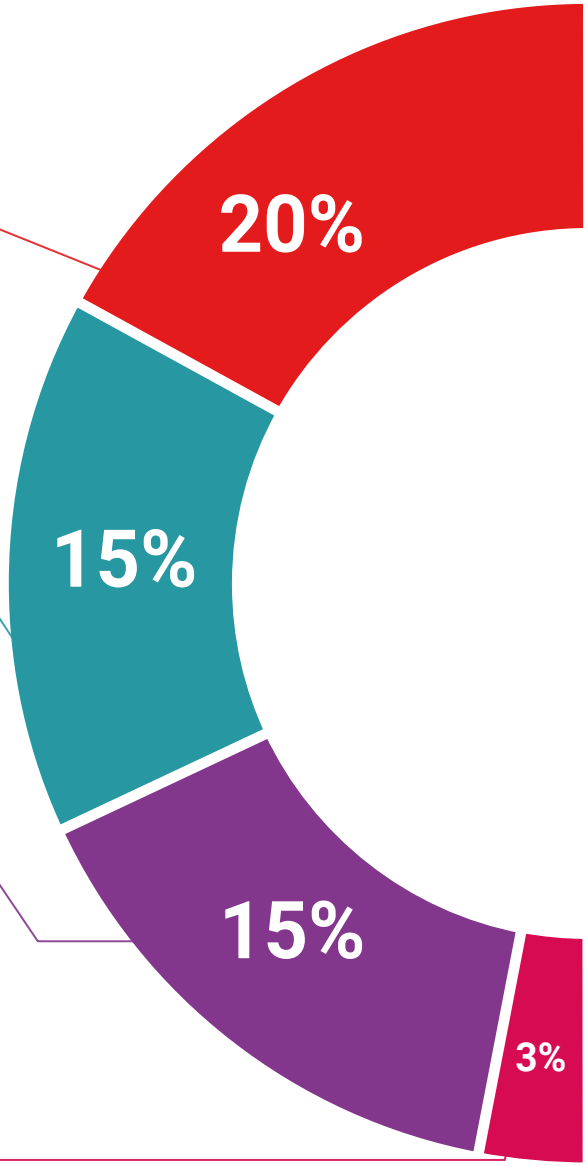
Interactive Summaries

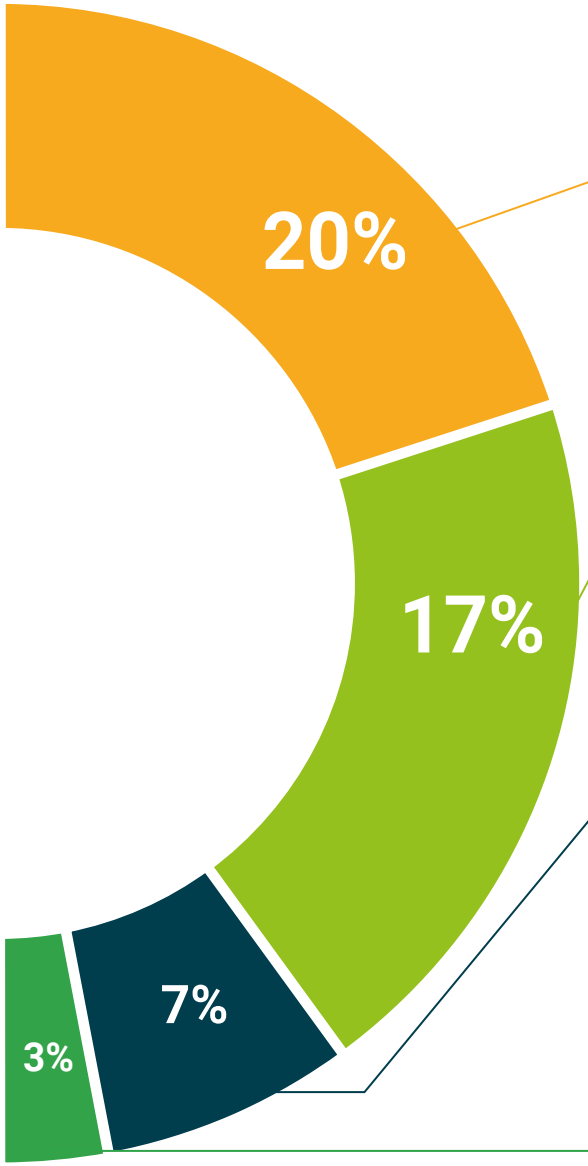
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".

Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.

06

Certificate

The Postgraduate Certificate in Educational Processes and Contexts in High School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This program will allow you to obtain your **Postgraduate Certificate in Educational Processes and Contexts in High School Education** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra (***official bulletin***). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in Educational Processes and Contexts in High School Education**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**

tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Postgraduate Certificate in Educational Processes and Contexts in High School Education

This is a program of 180 hours of duration equivalent to 6 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates

*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

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Postgraduate Certificate

Educational Processes and Contexts in High School Education

- Modality: **online**
- Duration: **6 weeks**
- Certificate: **TECH Global University**
- Credits: **6 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Certificate
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