

Postgraduate Certificate
Educational System as an
Area of Social Exclusion



Postgraduate Certificate Educational System as an Area of Social Exclusion

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Credits: 5 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/education/postgraduate-certificate/educational-system-area-social-exclusion

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01

Introduction

Segregation among children and young people represents one of the main causes of school dropout and failure, which is why institutions are looking for trained professionals in order to improve the educational level of their students and reduce dropouts in the classroom. That is why TECH has created this program in order to provide innovative techniques to the educator for the strengthening of diversity and integration, where it will also delve into aspects such as cooperative learning, teamwork and concepts of Special Education. All this, presented in a 100% online format, full of multimedia resources and exercises based on real cases and simulation.





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For the development of this program you will only need a device with an Internet connection, without having to attend classes or educational centers”

Social exclusion is one of the problems that has lasted the longest over the years and as a consequence has had a negative impact on new generations, causing problems even within educational institutions. Hence, the role of the teachers is fundamental to address this type of situation, since they are one of the main agents of change. That is why the field requires professionals with extensive knowledge in the implementation of inclusive and integration techniques; this in order to improve the student climate and reduce rejection among students.

In response to this need for updating and knowledge, TECH has created this Postgraduate Certificate in which key elements for the management of cases of social exclusion within the educational system are addressed. It is a 100% online program with Relearning methodology, leaving behind the long hours of reading and memorization and strengthening learning through practical exercises. Through this, the teaching professionals will delve into topics such as Special Education, the ACNEE, Multiculturalism, among others.

It should be noted that, as this is an innovative model of virtual education, the student will not have to attend classroom sessions or educational centers, but will only need a device with an Internet connection. In this way, students will be able to pursue their qualification at the times of their convenience, combining their daily routine with the updating of their knowledge.

This **Postgraduate Certificate in Educational System as an Area of Social Exclusion** contains the most complete and up-to-date educational program on the market.

The most important features include:

- ♦ The development of practical cases presented by experts in Educational System as an Area of Social Exclusion
- ♦ The graphic, schematic and eminently practical contents with which it is conceived provide practical information on those 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



Download the content of this program to your device of choice and consult it as many times as you consider necessary"

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This program offers you a new learning model, leaving behind the long hours of study and memorization. What are you waiting for? Enroll now!"

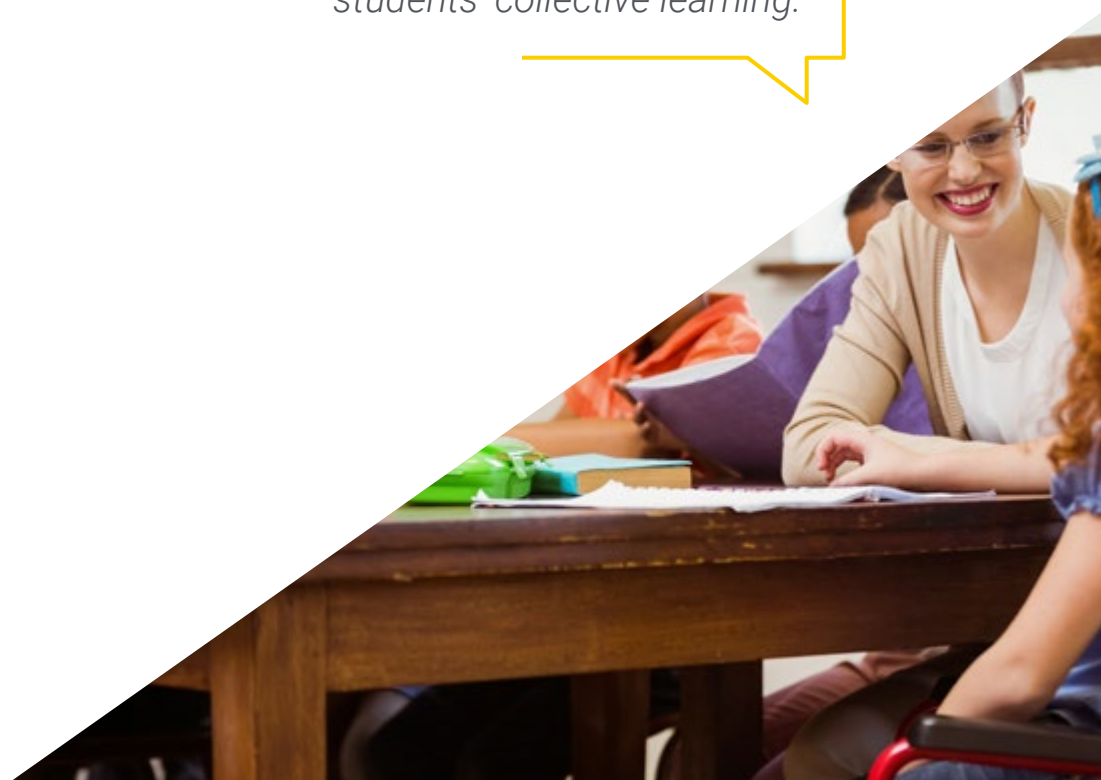
The program's teaching staff includes professionals from sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

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

The design of this program focuses on Problem-Based Learning, by means of which the professionals must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned experts.

With this program you will be able to combine your educational work with the updating of your knowledge, thanks to its 100% online format.

Implement the puzzle technique in your practice and improve your students' collective learning.



02

Objectives

This program has been designed for the teaching professionals to acquire essential knowledge for the management of social exclusion in the classroom. In this way, each of the topics studied will allow them to implement new skills and concepts to strengthen the model of inclusive education. All this, presented in first level audiovisual resources, complementary readings and exercises based on real cases and simulation.



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After completing this program you will have acquired a vast knowledge of the most effective educational techniques in cases of students with ADHD”



General Objectives

- ♦ Enable the student to teach in situations of risk of exclusion
- ♦ Define the main characteristics of inclusive education
- ♦ Employ techniques and strategies to deal with the diversity of students, and with the educational community: families and the community
- ♦ Analyze the role of teachers and families in the context of inclusive education
- ♦ Interpret all the elements and aspects concerning teacher preparation in inclusive schools
- ♦ Develop in the student ability to develop their own methodology and work system
- ♦ Internalize the typology of at-risk and socially excluded students, and how the educational system should respond to them
- ♦ Describe the functioning of the child and youth protection system
- ♦ Study the different types of protection measures and their treatment in the school environment
- ♦ Analyze situations of child abuse and the protocols for action by the psychology professional
- ♦ Identify the stages of development from birth to adolescence; achieving that students have their own judgment to establish the effects that cognitive, communicative, motor and emotional processes have on child development
- ♦ Detect different risk factors that may alter development throughout the life cycle
- ♦ Describe the general circumstances of students under guardianship and how these may affect their education
- ♦ Learn how to respond to students under guardianship and their families in the school environment
- ♦ Apply mediation as a pedagogical tool for conflict resolution and harmony the educational community





Specific Objectives

- ♦ Describe the implications of the educational system for the inclusion of different traditionally excluded social groups
- ♦ Value the importance of the inclusive school for the attention to student diversity
- ♦ Explain, according to current legislation, who are the students with special educational needs (SEN)
- ♦ Recognize the main SEN that can be presented by the Children with special education Needs
- ♦ Delve into the HIP and the models of attention to their SEN
- ♦ Establish the relationship between inclusion and multiculturalism
- ♦ Explain the importance of cooperative learning for inclusion
- ♦ Promote the value of coeducation for the reduction of school exclusion
- ♦ Identify the most influential aspects in the social climate of the classroom



Develop parenting schools where you emphasize the importance of the family in the educational process of each child"

03

Course Management

Seeking to make this Postgraduate Certificate an even more immersive experience, TECH has selected a faculty committed to the needs of the current sector. They are experts who for years have addressed social exclusion within the educational system and have developed pedagogical tools to reduce discrimination and segregation rates. They are also respected for their work within prestigious educational institutions. It is worth mentioning their participation in the creation of the syllabus, sharing their experience and trajectory.





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*Acquire the most recent knowledge that
Special Education has implemented in
the last decades”*

International Guest Director

Cathy Little, Ph.D. in Education, has a long career teaching children and young people in Pre-School and Primary Education centers. In particular, she is noted for her extensive experience in Special Education centers, where she has taught students with Autism Spectrum Disorders and Behavioral Disorders. In this field, she was assistant director of a Support Unit attached to a prestigious elementary school. She has also taught at both undergraduate and postgraduate levels and has held the position of Director of Initial Teacher Education at the University of Sydney.

Throughout her career she has proven to be an educator who is passionate about providing an engaging and positive educational experience for all students. Her areas of interest are high support needs and positive behavioral guidelines. Therefore, her research work has focused on the study of efficient pedagogical models that address the most complex learning difficulties.

In this line, one of her projects has dealt with teachers' attitudes and social inclusion of students with Asperger syndrome. She has also collaborated with Srinakharinwirot University in Bangkok to investigate the behavior, knowledge and perceptions of Thai teachers about children and adolescents with Autism Spectrum Disorder. She is also a member of the International Society for Autism Research and a member of the Australian Special Education Association.

She has an extensive list of published scientific articles and conference papers on education. She has also published the book *Supporting Social Inclusion for Students with Autism Spectrum Disorders*. For all this, she has been awarded twice with the Teaching Excellence Award from the Faculty of Education and Social Work of the University of Sydney.



Dra. Little, Cathy

- Director of Initial Teacher Education, University of Sydney, Australia
- Deputy Director of a Primary School Support Unit
- Teacher in pre-school, primary and special education schools
- PhD in Education
- Master's Degree in Special Education, University of Sydney
- Master's Degree in Pre-school Education, University of Wollongong
- Master's Degree in Pre-School Teaching from Macquarie University
- Bachelor's Degree in Primary Education from the University of Sydney
- Member of:
 - Australian Society for Autism Research
 - International Society for Autism Research

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Thanks to TECH, you will be able to learn with the best professionals in the world”

Management



Mr. Notario Pardo, Francisco

- ♦ Family and School Mediator, and Official Court Expert
- ♦ Supervising Officer of the Department in Generalitat Valenciana
- ♦ Social Educator of the Basic Primary Care Intervention Team of Social Services in the City Council of Alcoy
- ♦ Official Judicial Expert in Family Courts and Juvenile Prosecutor's Office
- ♦ Interim Social Educator in Generalitat Valenciana
- ♦ Intervention Technician in Foster Care for the Trama Center Association
- ♦ Coordinator of the Foster Care Intervention Center in Alicante
- ♦ Director of the Professional Master's Degree in Inclusive in Education for Children in Social Risk Situations
- ♦ Degree in Pedagogy from the University of Valencia
- ♦ Postgraduate Certificate in Social Educational from the University of Valencia
- ♦ Diploma in Intervention with Families at Risk and Minors with Antisocial Behavior University of Valencia
- ♦ Specialization in Intervention and Therapy in Special Educational Needs and Socio-educational Needs by the Official College of Pedagogues and Psychopedagogues of the Valencian Community
- ♦ Official Judicial Expert by the Pedagogues and Psychopedagogues of the Valencian Community
- ♦ Vocational Training Teacher for Employment by the Servef Centre
- ♦ University Certificate in Family and School Mediation Catholic University of Valencia San Vicente Mártir
- ♦ Postgraduate Diploma in Social Inclusion and Inclusive Education by CEU Cardenal Herrera University
- ♦ Postgraduate Diploma in Intervention with Families at Risk and Minors with Antisocial Behavior

Professors

Ms. Antón Ortega, Noelia

- ♦ Therapeutic Pedagogue
- ♦ Special Education Teacher in the CEIP Miguel Hernández
- ♦ Diploma in Special Education Teacher
- ♦ Master in Neuropsychology and Education
- ♦ Training in ASD, ABN algorithm, ICT in the classroom, school bullying, educating by competences, emotional intelligence and child abuse, among others

Ms. Antón Ortega, Patricia

- ♦ Specialist in child abuse and cognitive-behavioral therapy
- ♦ Psychologist at CIAF Family Foster Care Intervention Center of Alicante
- ♦ Diploma in Social Work and Bachelor's Degree in Psychology
- ♦ Postgraduate Degree in Clinical Psychopathology and in Foster Care and Adoption
- ♦ Professional Master's Degree in Children and Youth at Social Risk
- ♦ Expert Degree in Psychological Disorders in Childhood and Adolescence
- ♦ Specialist in Child Abuse and Cognitive-Behavioral Therapy in Childhood and Adolescence

Ms. Beltrán Catalán, María

- ♦ Pedagogue Therapist at Oriéntate con María
- ♦ Founder and Co-Director of PostBullying Spanish Association
- ♦ PhD Cum Laude in Psychology from the University of Cordoba
- ♦ Winner of the Young Award for Scientific Culture 2019, granted by the Spanish National Research Council (CSIC) and the City Council of Seville

Ms. Pérez López, Juana

- ♦ Pedagogue Expert in Child Development and Early Attention Center,(CDIAT)
- ♦ Director of Child and Educational Therapy Centers Walk With Me
- ♦ Autonomous Production in Pedagogical Reeducation
- ♦ Pedagogical Advisor/Children and Primary School Material at Editorial Teide
- ♦ Degree in Pedagogy from the University of Murcia
- ♦ Professional Master's Degree in Child Development and Early Care by the University of Valencia
- ♦ Early Detection of Early Childhood Difficulties, Neuromotor Risk Assessment and Design of Psychopraxis Treatment Plans
- ♦ Judicial expert on families and minors at the Official College of Pedagogues and Psychopedagogues of the Valencian Community
- ♦ Certificate of Professionalism in Teaching Vocational Training for Employment by the Ministry of Education and Vocational Training
- ♦ Certificate in Learning Difficulties and Behavior Disorders from the University of Murcia
- ♦ Postgraduate Diploma in Didactics of Reading and Writing of Infant and Primary Language by the University CEU Cardenal Herrera

Ms. Chacón Saiz, María Raquel

- ♦ Pedagogue Expert in Educational Guidance and School Services
- ♦ Civil servant of the Department of Education and Science of the Valencian Community
- ♦ Master's Degree in Education and Sociocultural Animation from the University of Valencia
- ♦ Degree in Pedagogy from the University of Valencia

Ms. Carbonell Bernal, Noelia

- ♦ Educational Guidance Counselor at the Regional Ministry of Education of the Region of Murcia
- ♦ PhD in Educational Psychology at the University of Murcia
- ♦ Master's Degree in Teacher Training from the University of Murcia
- ♦ Master's Degree in Clinical Psychology from the Catholic University San Antonio de Murcia
- ♦ Teacher at UNIR in Degree of Primary Education
- ♦ Professor of the Degree in Early Childhood Education at the VIU
- ♦ Member of the Teaching Staff at Camilo José Cela University

Ms. Tortosa Casado, Noelia

- ♦ Coordinator of Foster Care of Alicante in the Centro Trama Association
- ♦ Manager at Móvo Peritaciones Sociales
- ♦ Professor Department of Education
- ♦ Collaborator at the University of Alicante
- ♦ Deputy Director at the International O'Belén Foundation
- ♦ Social Worker, Adoption Assessment Team at Eulen Group
- ♦ Social Worker of the Technical Team of Minors in the Ministry of Justice
- ♦ Social worker at the 24-hour Women's Centre
- ♦ Degree in Social Work from the University of Alicante
- ♦ Professional Master's Degree in Secondary Teaching by the UMH
- ♦ Professional Master's Degree Cum Laude in Intervention and Diagnosis with Minors at Social Risk by University of Alicante
- ♦ Diploma in Social Work and Minors at Social Risk from the University of Alicante





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Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"

04

Structure and Content

TECH has designed for this Postgraduate Certificate a rigorous and updated syllabus based on the main factors that cause the social exclusion of children and youth at school. Inside, the professionals will find informative tools of integration and diversity, as well as methodologies based on cooperative learning and group work. So that they can implement innovative pedagogies that improve the school environment for each of the students within the institution.





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Implement the coeducation model to your praxis and improve the environment for each one of your students”

Module 1. The Educational System as an Area of Social Exclusion

- 1.1. Exclusion in Education
 - 1.1.1. Conception of Current Education
 - 1.1.1.1. Traditional Education
 - 1.1.1.2. Evolution and Problems; European Schools
 - 1.1.1.3. Other Educational Models
 - 1.1.2. Educational Exclusion
 - 1.1.2.1. Concept of Educational Exclusion
 - 1.1.2.2. Justifications for Exclusion
- 1.2. Inclusive Schools and Attention to Diversity
 - 1.2.1. Current School Model (Successful Educational Actions in Compulsory Centers, Special Education Centers, Singular Educational Performance Centers)
 - 1.2.1.1. Educational Inclusion
 - 1.2.1.2. Attention to Diversity
 - 1.2.2. Organization of the Educational Response
 - 1.2.2.1. At the Educational System level
 - 1.2.2.2. At Center Level
 - 1.2.2.3. At Classroom Level
 - 1.2.2.4. At Student Level
- 1.3. Students with SEN
 - 1.3.1. Evolution of EE in the Last Decades
 - 1.3.1.1. The Institutionalization of Special Education (Medical Model)
 - 1.3.1.2. Clinical Model
 - 1.3.1.3. Standardization of Services
 - 1.3.1.4. Pedagogical Model
 - 1.3.1.5. Particular Features that Have Characterized the Evolution of Special Education
 - 1.3.2. Definition of Children with SEN
 - 1.3.2.1. At the Educational Level
 - 1.3.2.2. At Social Level



- 1.3.3. Students with SEN in the Educational Environment
 - 1.3.3.1. Specific Learning Difficulties
 - 1.3.3.2. ADHD
 - 1.3.3.3. High Intellectual Potential
 - 1.3.3.4. Late Incorporation into the Educational System
 - 1.3.3.5. Personal or School History Conditions
 - 1.3.3.6. Students with SEN
- 1.3.4. Organization of the Educational Response for this Student Body
- 1.3.5. Main SEN by Areas of Development of the Students with Special Education Needs
- 1.4. Students with High Abilities
 - 1.4.1. Models Definition
 - 1.4.2. Precocity, Talent, Giftedness
 - 1.4.3. Identification and SEN
 - 1.4.4. Educational Response
 - 1.4.4.1. Acceleration
 - 1.4.4.2. Grouping
 - 1.4.4.3. Enrichment Programs
 - 1.4.4.4. Ordinary Measures Center
 - 1.4.4.5. Ordinary Measures Classroom
 - 1.4.4.6. Extraordinary Measures
- 1.5. Inclusion and Multiculturalism
 - 1.5.1. Conceptualization
 - 1.5.2. Strategies to Respond to Multiculturality
 - 1.5.2.1. Classroom Strategies
 - 1.5.2.2. Internal and External Classroom Support
 - 1.5.2.3. Adequacy to the Curriculum
 - 1.5.2.4. Organizational Aspects
 - 1.5.2.5. Center-Environment Cooperation
 - 1.5.2.6. Collaboration from the Institution
- 1.6. Cooperative Learning
 - 1.6.1. Theoretical Basis/Approaches
 - 1.6.1.1. Socio-Cognitive Conflict
 - 1.6.1.2. Conceptual Controversies
 - 1.6.1.3. Help Between Schoolchildren
 - 1.6.1.4. Interaction and Cognitive Processes
 - 1.6.2. Cooperative Learning
 - 1.6.2.1. Concept
 - 1.6.2.2. Features
 - 1.6.2.3. Components
 - 1.6.2.4. Advantages
 - 1.6.3. Training of the Teaching Staff
 - 1.6.4. Cooperative Learning Techniques
 - 1.6.4.1. Jigsaw Technique
 - 1.6.4.2. Team Learning
 - 1.6.4.3. Learning Together
 - 1.6.4.4. Group Research
 - 1.6.4.5. Co-op co-op
 - 1.6.4.6. Guided or Structured Cooperation
- 1.7. Coeducation
 - 1.7.1. What is Meant by Coeducation
 - 1.7.1.1. Homophobia
 - 1.7.1.2. Transphobia
 - 1.7.1.3. Gender-Based Violence
 - 1.7.1.4. How to Work on Equality in the Classroom (Prevention in the Classroom)
- 1.8. The Social Climate in the Classroom
 - 1.8.1. Definition
 - 1.8.2. Influencing Factors
 - 1.8.2.1. Social Factors
 - 1.8.2.2. Economic factors
 - 1.8.2.3. Demographic Factors
 - 1.8.3. Key Agent
 - 1.8.3.1. The Role of the Teacher
 - 1.8.3.2. The Role of the Student
 - 1.8.3.3. The Importance of Families
 - 1.8.4. Assessment
 - 1.8.5. Intervention Programs

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.





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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.

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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

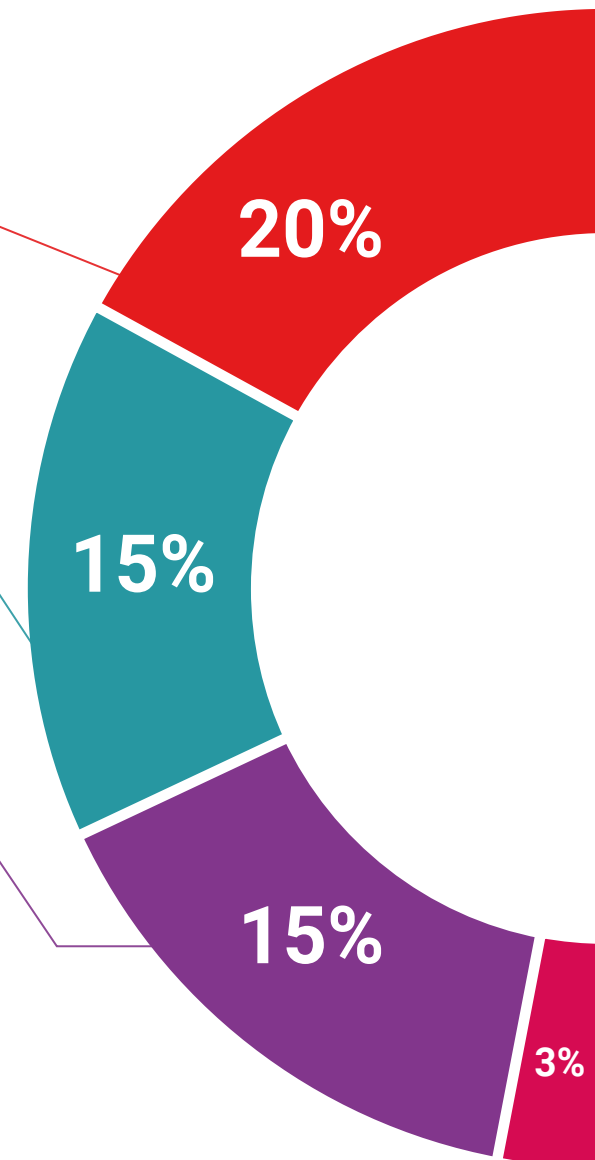
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

This Postgraduate Certificate in Educational System as an Area of Social Exclusion guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



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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 System as an Area of Social Exclusion** 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 System as an Area of Social Exclusion**

Modality: **online**

Duration: **6 weeks**

Accreditation: **5 ECTS**



future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development languages
virtual classroom

tech global
university

Postgraduate Certificate
Educational System as an
Area of Social Exclusion

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Credits: 5 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Certificate Educational System as an Area of Social Exclusion