

Postgraduate Certificate Inclusive Education Policies





Postgraduate Certificate Inclusive Education Policies

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Global University
- » Credits: 12 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/education/postgraduate-certificate/inclusive-education-policies

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01

Introduction

The current educational system needs to adapt to the new facets that society has developed, without losing its main objective, to ensure that students graduate fairly and with dignity. This program aims to break down the basic concepts of equality and diversity, as well as to analyze the role of teachers in the organization of the educational structure. Consequently, it is intended to help program participants improve their understanding of the current problems that lead to the social exclusion of certain minority or at-risk groups.



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By taking this program you will be able to understand the social context that generates inequalities in students"

Inclusive education has become a topic of interest, as it is key to banish exclusion and inequalities. Therefore, teachers are obliged to develop certain strategies that allow them to correct this situation from the classroom. For this reason, programs such as this Postgraduate Certificate in Inclusive Education Policies become the ideal tool to encourage students to develop their skills to generate a favorable change for young people in the country.

Following on from the above, a distinction will first be made between the basic concepts of equality and diversity, such as social cohesion and inequality.

In this way, it will be possible to better understand the origin of the causes of these phenomena, taking into account the sociodemographic reality and the crisis of the well-being state, the latter being understood as the entity responsible for assuming the commitment to the educational organization.

Likewise, teachers must know how the educational system is organized and the place it occupies in it, this being indispensable for the development of new pedagogical planning. Therefore, this Postgraduate Certificate represents an excellent opportunity to improve the skills, critical thinking and sensitivity to the current problems of students who wish to generate a positive change in their teaching center.

This **Postgraduate Certificate in Inclusive Education Policies** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of practical case studies presented by experts
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and 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



Generate a change in education policies towards inclusion, this will be the program that will boost your career"

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Learn how the organization of an educational system works with this Postgraduate Certificate"

It's time to take the step, continue your academic update and learn about the new place of teachers in the Spanish Educational System.

This program will always be available for you. The 100% Online modality adapts to your daily needs.

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

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

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



02

Objectives

Understanding the ethical dilemmas and the current functioning of the educational organization requires professionals willing to make a difference. In this way, TECH, together with a group of recognized experts, has devised a program that adapts to the current needs in this field. Therefore, with theoretical arguments and practical knowledge, it will be possible to generate strategies that reduce the levels of inequality in schools.



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TECH accompanies you to meet your goals and grow professionally in a field that requires knowledge of the new educational laws”



General Objectives

- ♦ Have an in-depth knowledge of the current socio-educational reality
- ♦ Acquire the anthropological knowledge bases necessary to understand the evolution of education
- ♦ Learn what are and how are the aspects of the economics of education developed
- ♦ Study the current legislation and the legal regime applicable to educational institutions
- ♦ Learn about quality policies in educational institutions
- ♦ Learn how to assess the quality of educational institutions
- ♦ Know the legislation concerning equality and diversity policies in the classroom



If you want to make a difference in your work environment, this program is for you"





Specific Objectives

- ♦ Know and critically understand the theoretical and methodological bases that from pedagogical, sociological and psychological perspectives sustain socio-educational processes
- ♦ Analyze the ethical dilemmas that the new demands and forms of social exclusion of the knowledge society pose to the teaching profession
- ♦ Know the principles and fundamentals of attention to diversity
- ♦ Analyze and critically incorporate the most relevant issues of today's society that affect family and school education
- ♦ Awaken interest and sensitivity towards the socio-cultural reality
- ♦ Know the organization of the educational system
- ♦ Discover the place of the teaching profession within its field
- ♦ Manage the administrative aspects of the educational system
- ♦ Know the different educational Laws
- ♦ Learn the mandatory documents of an Educational Center: the Center Educational Project, the Annual General Meeting Program and the Internal Regulations
- ♦ Acquire the necessary tools for student organization

03

Structure and Content

In order to differentiate itself from other programs, a syllabus has been created with the support of a group of teachers specialized in this field. In this way, the Postgraduate Certificate in Inclusive Education Policies will help to generate a complete vision of how the educational system is organized and what is being done to address student diversity. As a result, students in each module will be able to create a coherent and innovative strategy to help change the socio-cultural reality of young people.





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This syllabus is unique, it addresses the social problems of inequality on a theoretical and historical basis"

Module 1. Social Exclusion and Policies for Inclusion

- 1.1. Basic Concepts of Equality and Diversity
 - 1.1.1. Diversity and Equal Opportunities
 - 1.1.2. Social Cohesion, Exclusion, Inequality and Education
 - 1.1.3. Exclusion Processes in the Field of Formal and Non-Formal Education: Differential Aspects and Images of Diversity
- 1.2. Nature and Origin of the Main Causes of Social Exclusion and Inequalities in Modern and Contemporary Societies
 - 1.2.1. Current Context of Social Exclusion
 - 1.2.2. New Sociodemographic Reality
 - 1.2.3. New Labor Reality
 - 1.2.4. Crisis of the Well-Being State
 - 1.2.5. New Relational Forms and New Social Ties
- 1.3. Exclusion in Schools
 - 1.3.1. Epistemological Preamble
 - 1.3.2. Sociological References
 - 1.3.3. Social Context that Generates Inequalities
 - 1.3.4. Social Exclusion and Integration
 - 1.3.5. Schooling and Educational Exclusion
 - 1.3.6. Meritocracy and Democratization of Secondary Education
 - 1.3.7. Neoliberal Discourse and the Effects of Power
- 1.4. Main Factors of School Failure
 - 1.4.1. Definition of School failure
 - 1.4.2. Causes of School failure
 - 1.4.3. Difficulties Associated with Failure
 - 1.4.4. Methods of Diagnosing School Failure
- 1.5. Inclusive School and Interculturality
 - 1.5.1. Pluricultural Society and Intercultural Education
 - 1.5.2. Inclusive Education as a Response
 - 1.5.3. Democratic Coexistence in the Classroom
 - 1.5.4. Methodological Proposals for Inclusive Education
- 1.6. Practical Approaches in Attention to Diversity
 - 1.6.1. Inclusive Education in Spain
 - 1.6.2. Inclusive Education in France
 - 1.6.3. Inclusive Education in Latin America
- 1.7. Digital Exclusion in the Digital Information Society
 - 1.7.1. ICTs and the Digital Divide
 - 1.7.2. The Possibilities of ICTs for Labor Market Insertion
 - 1.7.3. How to Improve the Contribution of ICTs to Social Inclusion
- 1.8. The Inclusion of ICT in the Diverse School
 - 1.8.1. ICT as an Inclusive Resource
 - 1.8.2. Teacher Training, ICT and Attention to Diversity
 - 1.8.3. Adaptation of ICT to the Students' Needs
- 1.9. Social Exclusion and Pedagogical Innovation
 - 1.9.1. Inclusion, a New Paradigm
 - 1.9.2. The Denaturalization of School Failure
 - 1.9.3. The Defence of Diversity
 - 1.9.4. Questioning Homogeneity
 - 1.9.5. Resignification of the Teacher's Role
- 1.10. Needs and Practices in Social Policies for Inclusion
 - 1.10.1. Inclusion Policies as a Guarantee of the Affirmation of Rights
 - 1.10.2. Anticipating Social Problems
 - 1.10.3. Social Participation
 - 1.10.4. Multilevel Articulation

Module 2. Legislation and Legal Regime of Educational Organizations

- 2.1. School Organization
 - 2.2.1. Complexity of School Organization
 - 2.2.2. School Organization and Its Elements
 - 2.2.3. School Organization and Educational Legislation
- 2.2. Policy and Educational Administration in Spain
 - 2.2.1. Educational Policy in Spain
 - 2.2.2. The Educational Administration in Spain: Its Levels and Distribution of Competences
 - 2.2.3. The Administrative Coordination Bodies of the Spanish Educational System
- 2.3. Educational Legislation and the Levels of Curricular Specification
 - 2.3.1. Educational Legislation in Spain and the Normative Pyramid
 - 2.3.2. The Educational Legislation in Spain and the Different Types of Legal Standards
 - 2.3.3. Levels of Curricular Concreteness in the Spanish Educational System
- 2.4. Recent Legislative Background
 - 2.4.1. The General Education Law and the Period of Democratic Transition
 - 2.4.2. The Organic Law Regulating the Right to Education (LODE)
 - 2.4.3. The Organic Law on the General Organization of the Educational System (LOGSE)
 - 2.4.4. The Organic Law on the Participation, Evaluation and Governance of Educational Centers (LOPEG)
 - 2.4.5. The Organic Law on the Quality of Education (LOCE)
 - 2.4.6. The Organic Law on Education (LOE)
 - 2.4.7. The Organic Law for the Improvement of the Quality of Education (LOMCE)
- 2.5. Education in the Framework of the European Union
 - 2.5.1. General Conceptions of the European Union and Education
 - 2.5.2. European Higher Education and Its Elements
 - 2.5.3. Other Educational Systems of the European Union
- 2.6. The Configuration of the Spanish Educational System
 - 2.6.1. The Organization Chart of the Current Educational System: the LOE, the LOMCE and the LOMLOE
 - 2.6.2. The Essential Elements of the Educational System in Spain
 - 2.6.3. The Basic Characteristics of Pre-School Education and Primary Education
- 2.7. Rights and Freedoms of the Educational Field
 - 2.7.1. The Rights and Freedoms of the Field in the Spanish Constitution
 - 2.7.2. The Right to Education
 - 2.7.3. Freedom of Education
- 2.8. Structure and Organization of Educational Centers: Center Educational Project, Annual General Meeting Program and Internal Regulations
 - 2.8.1. School Structures
 - 2.8.2. School Organization
 - 2.8.3. Pedagogical-Normative Documents: Center Educational Project, Annual General Meeting Program and Internal Regulations
- 2.9. Fundamental Aspects of Schools
 - 2.9.1. The School Calendar and Timetable
 - 2.9.2. The School Building and Classrooms
- 2.10. Other Essential Ideas about Organization in Schools
 - 2.10.1. Student Organization
 - 2.10.2. School Promotion
 - 2.10.3. Attention to Diversity
 - 2.10.4. Tutoring
 - 2.10.5. School Assessments
 - 2.10.6. Educational Environment



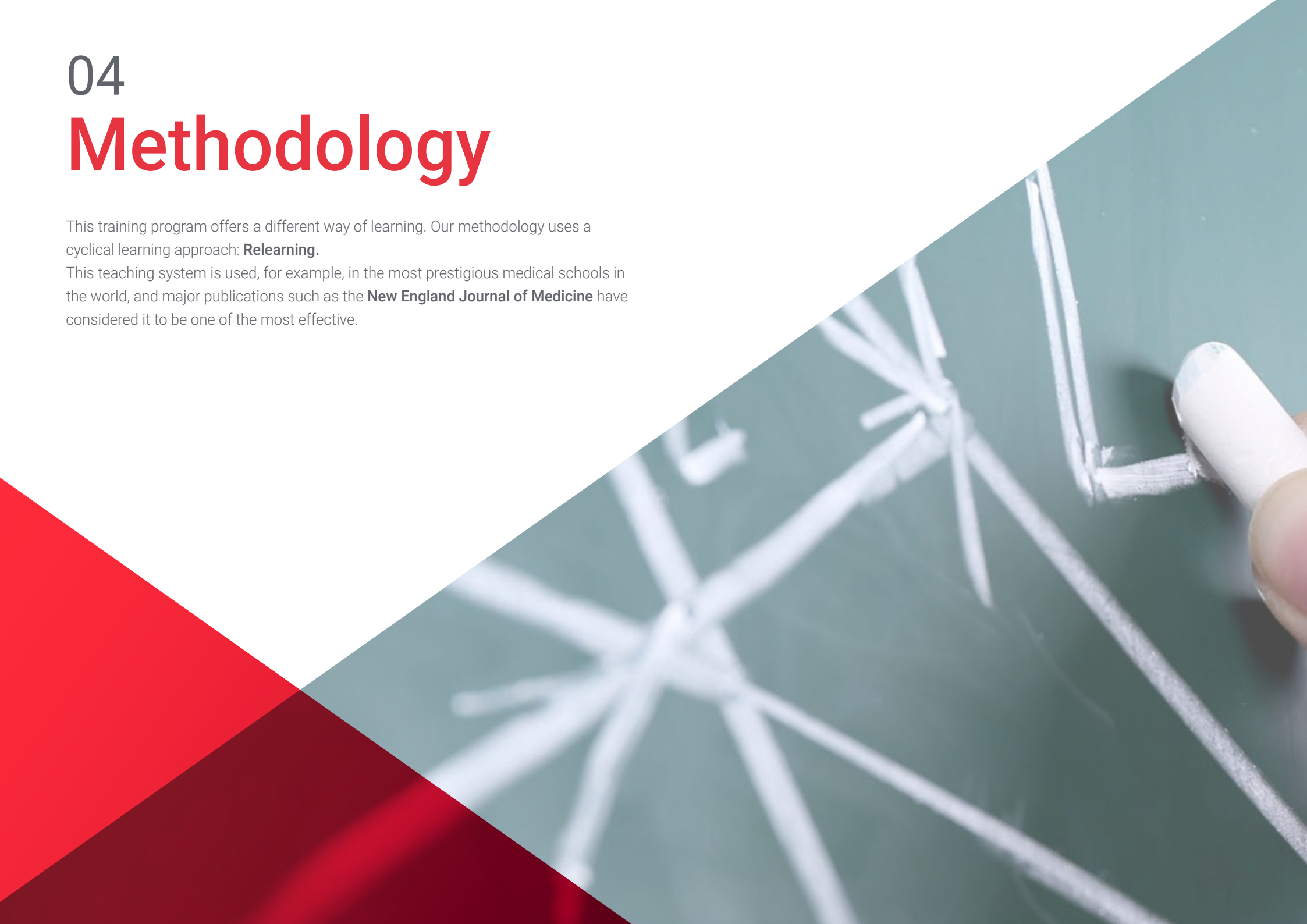
Consider this Postgraduate Certificate as the best option to assess the situation in your work environment and take the initiative to improve it"

04

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.



05

Certificate

The Postgraduate Certificate in Inclusive Education Policies 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 Inclusive Policies in 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.

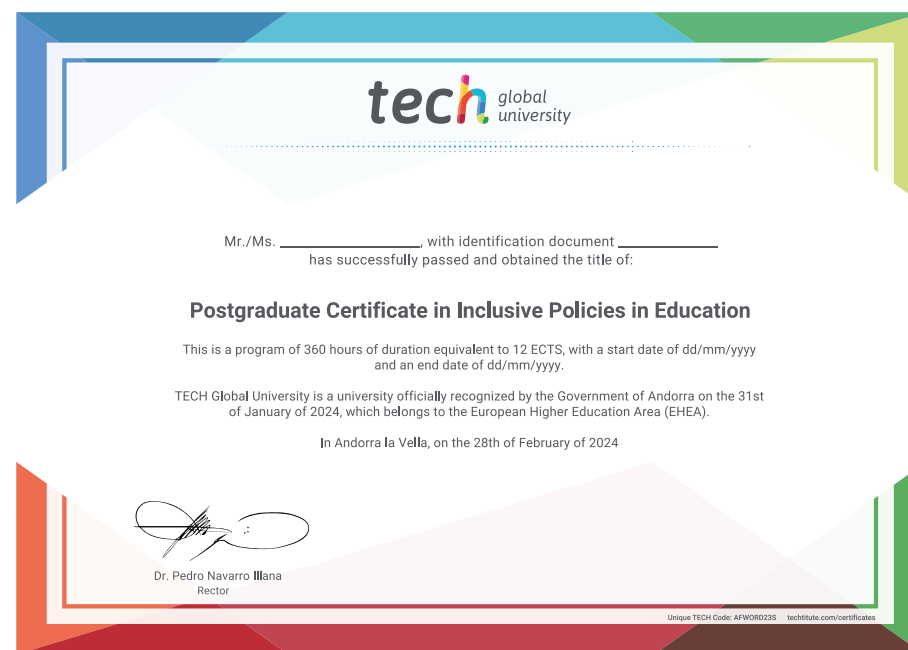
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in Inclusive Policies in Education**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**



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

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present

online training

development languages

virtual classroom



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