Postgraduate Certificate

Organizational Development of Guidance in Education Centers

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Postgraduate Certificate
Organizational Development of Guidance in Education Centers

- Modality: **online**
- Duration: **6 weeks**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/us/education/postgraduate-certificate/organizational-development-guidance-education-centers**

Index

01
Introduction
p. 4

02
Objectives
p. 8

03
Course Management
p. 12

04
Structure and Content
p. 16

05
Methodology
p. 22

06
Certificate
p. 30

01

Introduction

In order to develop a quality vocational and professional guidance service in schools, it is necessary to start from a complete organizational approach that takes into account all the aspects that this type of intervention implements, from the most practical to the most direct, in the relationship with the students. This program is the most complete tool in this field. An intensive tour through the knowledge necessary to perform this task successfully.

Learn how to efficiently organize guidance in education centers through a complete learning process focused on the immediate use of what has been learned"

The organization of the education centers reflects their success, since the more structuring and ramification there is for each specific process, the more it will serve the students and their academic development. At this point, the organization is present in the guidance sector, since it is in charge of guiding and solving the students during their stay in the centers.

It is for this reason that this program seeks to provide professional resources to the different teachers so that they can develop strategies to strengthen the orientation sections in the different institutions that precede the universities.

Both the activities proposed and the innovative approaches to guidance that you will encounter will enable the student to improve their professional skills and the results of their department in the center.

This training makes professionals in this field increase their capacity for success, which results in a better praxis and performance that will have a direct impact on the educational treatment, on the improvement of the educational system and on the social benefit for the whole community.

This **Postgraduate Certificate in Organizational Development of Guidance in Education Centers** contains the most complete and up-to-date program on the market. The most important features include:

- The development of 100 practical cases presented by experts in Organizational Development of Guidance in Educational Centers
- The graphic, schematic, and practical contents provide students with scientific and practical information on the disciplines that are essential
- New developments and innovations in the different areas of guidance
- Practical exercises where self-assessment can be used to improve learning
- Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- Special emphasis on cutting-edge 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

A program created for professionals who aspire to excellence and that will allow them to acquire new skills and strategies in a smooth and effective way"

An essential program for professionals involved in the area of guidance in schools, which will allow you to address the difficulties of this area of work from the time of the general planning of the same"

Learn new ways to manage and organize the intervention of the guidance department with this complete program.

This program makes the difference between a professional with a lot of knowledge and a professional who knows how to apply it in the daily practice of their profession.

It includes in its teaching staff professionals belonging to the field of Organizational Development of Guidance in Education Centers, who bring to this training the experience of their work, in addition to recognized specialists belonging to reference societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to prepare 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 throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system developed by recognized experts in the field of Organizational Development of Guidance in Education Centers and with great teaching experience.

02

Objectives

The program in Organizational Development of Guidance in Education Centers is aimed at facilitating the performance of the professional dedicated to working with adolescents and/or guiding them in their professional future.

This program is designed for you to update your knowledge in the Organizational Development of Guidance in Education Centers, with the use of the latest educational technology, to contribute with quality and confidence to the decision making and monitoring of these students"

General Objectives

- Learn about the characteristics of educational centers in the field of guidance
- Study their theoretical basis
- Know how to efficiently organize the guidance area in the centers

Specific Objectives

- Learn about the latest classroom trends in vocational and career guidance with effective and practical resources
- Specialize in various inclusion techniques for different individual profiles

Make the most of the opportunity and take the step to get up to date on the latest developments in the management of the Organizational Development of Guidance in Education Centers"

03

Course Management

The program includes in its teaching staff reference specialists in the organizational development of guidance in education centers, who bring to this training the experience of their work. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.

Learn from reference professionals, the latest advances in procedures in the field of Organizational Development of Guidance in Education Centers"

Management

Ms. Jiménez Romero, Yolanda

- Psychopedagogist specialized in Neurolinguistics
- Educational Psychologist
- Degree in Primary Education with English
- Educational Psychologist
- Master's Degree in Neuropsychology of High Intellectual Abilities
- Master's Degree in Emotional Intelligence
- Specialized Teacher in High Intellectual Ability
- Co-director, Author and Teacher in Different University Educational Projects

Professors

Ms. García Camarena, Carmen

- Manager of Step by Step, a vocational guidance company for all professional stages
- Psychologist and Master in Business Administration, CAP at the Alfonso X el Sabio University
- Specialization in FOL and Master in HR and group techniques
- Creator of a Methodology Adapted to High School Stages

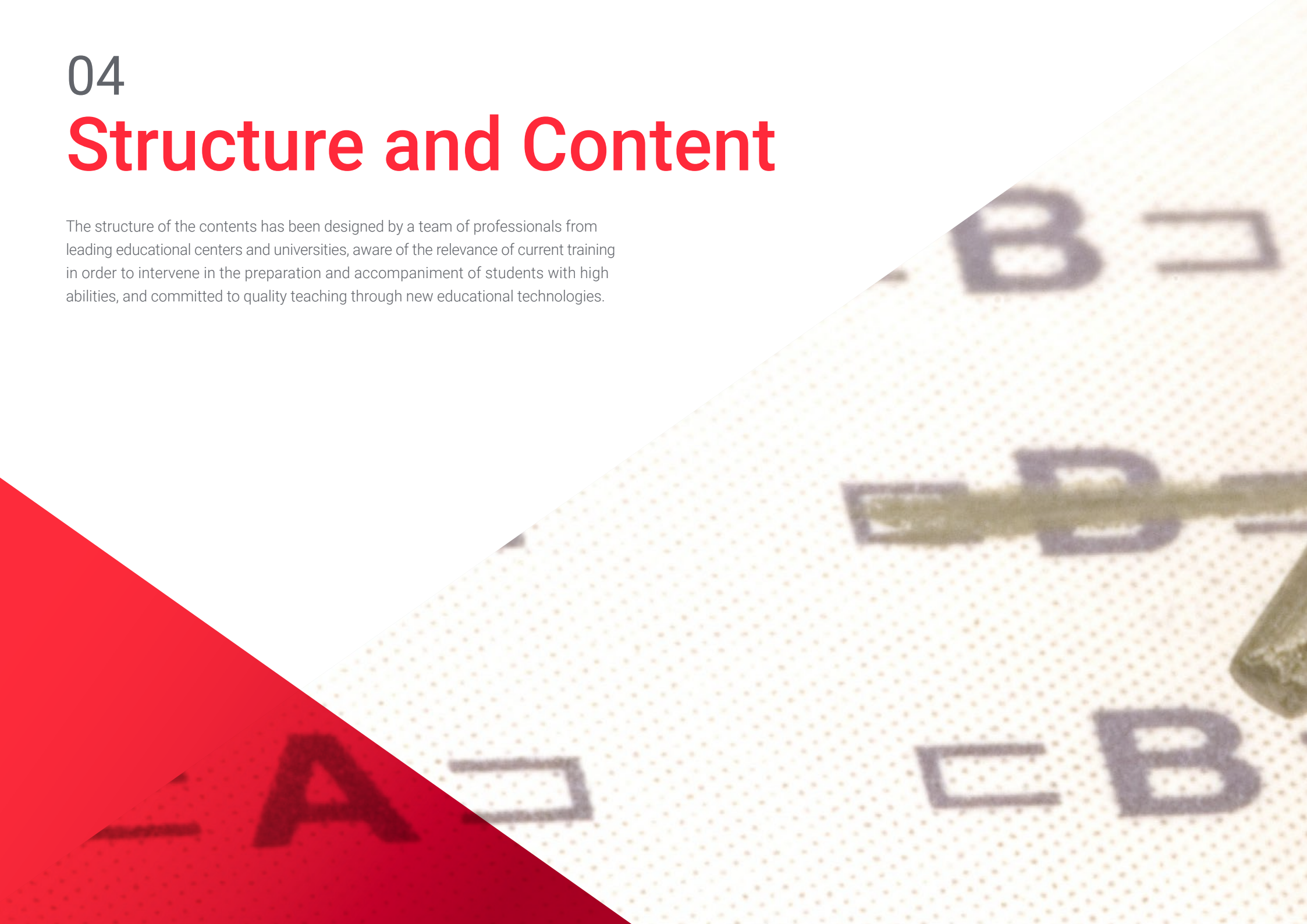
Mr. Maroto, José María

- Computer Engineer
- Consultant specialized in Coaching, Change Management, Motivation, Emotional Intelligence and Leadership
- Professor specialized in Innovation and Big Data processes
- Expert in learning, lecturer and writer of articles and publications related to his areas of expertise

04

Structure and Content

The structure of the contents has been designed by a team of professionals from leading educational centers and universities, aware of the relevance of current training in order to intervene in the preparation and accompaniment of students with high abilities, and committed to quality teaching through new educational technologies.



This Postgraduate Certificate in Organizational Development of Guidance in Education Centers contains the most complete and up-to-date program on the market"

Module 1. Organizational Development of Guidance in Schools

1.1. The Educational Center as an Area of Guidance Intervention
- 1.1.1. The School as an Educational Organization: The Theory of School Organization
- 1.1.2. Main Theories and Authors on School Organization I: Classical Authors
- 1.1.3. Main Theories and Authors on School Organization II: Current Perspectives
- 1.1.4. Culture and Organization of Schools
- 1.1.5. Decision-Making Bodies in Schools
- 1.1.6. The Center and the Classroom as Systems of Relationships
- 1.1.7. The School as a Community and as a Common Project
- 1.1.8. The Organizational Documents of the School
- 1.1.9. Guidance in the Center's Educational Project
- 1.1.10. Relevance of the Academic and Vocational Guidance Plan (POAP)

1.2. Organizational Structures of Guidance in Schools
- 1.2.1. Main Organizational Structures of School Guidance
- 1.2.2. Organization of School Guidance in Early Childhood Education
- 1.2.3. Organization of School Guidance in Pre-School Education
- 1.2.4. Organization of School Guidance in Primary Education
- 1.2.5. Organization of the Educational Guidance in University Education
- 1.2.6. Organization of Educational Guidance in Adult Education Centers
- 1.2.7. Organization of Educational Guidance in Special Education
- 1.2.8. Organization of School Guidance in Special Education Centers and Occupational Training Centers
- 1.2.9. Organization of Counseling

1.3. Role and Position of Guidance Professionals in Schools
- 1.3.1. The Systemic Approach in the Educational Sphere: The Center as a System
- 1.3.2. Role and Position: The Counselor's Place in a School
- 1.3.3. The Paradoxical Situation of the Guidance Counselor in the Educational Center
- 1.3.4. The Magician without Magic I: Towards an Operational Strategy for the School Counselor
- 1.3.5. The Magician without Magic II: Selvini Palazzoli Working Group Case Exemplification
- 1.3.6. The Magician without Magic III: Current Case Exemplification
- 1.3.7. The Educational Model of Guidance and the Collaborative Relationship
- 1.3.8. Collaborative Strategies in School Counseling: Joint Problem-Solving
- 1.3.9. From My Place I: Why Is a Systemic Approach Important in Educational Guidance?
- 1.3.10. From my Place II: I Like Being a Counselor

1.4. Vocational and Professional Guidance within the Functions of School Guidance
- 1.4.1. Academic and Vocational Fields: A Continuum Throughout Schooling
- 1.4.2. Fundamental Principles in Academic and Career Guidance
- 1.4.3. Roles of the School Counselor related to Vocational and Professional Guidance
- 1.4.4. Educational and Professional Guidance Planning
- 1.4.5. Intervention Strategies in Educational and Professional Guidance
- 1.4.6. Can the Schooling Report and the Psycho-Pedagogical Assessment be Educational and Vocational Guidance Measures?
- 1.4.7. Support in the Selection of Educational and Vocational Pathways in Compulsory Schooling
- 1.4.8. Guidance Counseling as a Vocational Counseling Report
- 1.4.9. Other Functions of the School Counselor
- 1.4.10. The Place of Vocational and Professional Guidance within the Functions of School Guidance

1.5. Towards a Curriculum for Vocational and Professional Guidance in the School Environment
- 1.5.1. Let's Build Vocations from the School Environment
- 1.5.2. The Educational Counselor as a Curator of Relevant Content in Vocational and Professional Guidance
- 1.5.3. Tools for the Curation of Content Related to Vocational and Professional Guidance
- 1.5.4. Students' Concerns and Interests in Vocational and Career Guidance
- 1.5.5. Towards a School Curriculum on Vocational Guidance I: Objectives
- 1.5.6. Towards a School Curriculum on Vocational Guidance II: Contents
- 1.5.7. Towards a School Curriculum on Vocational Guidance III: Key Competencies
- 1.5.8. Towards a School Curriculum on Vocational Guidance IV: Standards and Assessment Criteria
- 1.5.9. The Curriculum of Vocational Guidance within the Tutoring Action
- 1.5.10. Vocational and Professional Guidance as Cross-Cutting Content
- 1.5.11. Spaces and Times for Guidance in the School Day

1.6. From Educational Pathways to Professional Pathways: Developing a Professional Life Project
- 1.6.1. Accompanying Our Students to Find their 'Ikigai'
- 1.6.2. Accompaniment in Self-Knowledge I: Self-Concept
- 1.6.3. Accompaniment in Self-Knowledge II: Self-Competence and Self-Esteem
- 1.6.4. Accompaniment in the Search and Knowledge of the Educational Offer I: Itineraries and Modalities
- 1.6.5. Accompaniment in the Search and Knowledge of the Educational Offer II: Certificates
- 1.6.6. Accompaniment in the Search and Knowledge of the Educational Offer III: Study Plans
- 1.6.7. Accompaniment in the Search and Knowledge of the Professional Offer I: Qualifications
- 1.6.8. Accompaniment in the Search and Knowledge of the Educational Offer II: Professional Competencies
- 1.6.9. Accompaniment in Making Vocational Decisions
- 1.6.10. Vocational PLE: Development of the Personal Learning Environment (PLE) Related to the Students' Vocation or Future Profession

1.7. Building of Educational and Vocational Guidance Plan
- 1.7.1. Introduction of Educational and Vocational Guidance Plan
- 1.7.2. Basic Principles of the Introduction of Educational and Vocational Guidance Plan
- 1.7.3. Objectives of the Educational and Vocational Guidance Plan
- 1.7.4. Activities and Timing of the Educational and Vocational Guidance Plan
- 1.7.5. Bibliographic Resources to Carry Out the Educational and Vocational Guidance Plan
- 1.7.6. Digital Resources to Carry Out the Educational and Vocational Guidance Plan
- 1.7.7. Audiovisual Resources to Carry Out the Educational and Vocational Guidance Plan
- 1.7.8. Human Resources to Carry Out the Educational and Vocational Guidance Plan
- 1.7.9. Examples for Improvement of the Educational and Vocational Guidance Plan
- 1.7.10. Examples of Good Practices in Educational and Vocational Guidance Plan

1.8. Vocational and Professional Guidance Activities from the Educational Center
- 1.8.1. Classroom Activities I: Research and Presentation of Information
- 1.8.2. Classroom Activities II: Involvement of Extracurricular Experts in the Classroom
- 1.8.3. Classroom Activities III: Thematic Units Within a Subject
- 1.8.4. Extracurricular Activities I: Vocational Choice Portfolio
- 1.8.5. Extracurricular Activities II: Guidance Days
- 1.8.6. Extracurricular Activities III: Projects and Companies
- 1.8.7. Extracurricular Activities IV: Simulation Games
- 1.8.8. Extracurricular Activities V: Service-Learning
- 1.8.9. Coordinated Activities: Sponsors of Vocational Selection
- 1.8.10. Others Vocational and Professional Guidance Activities from the Educational Center

1.9. Complementary Activities Outside the School to Work on Vocational and Professional Guidance
- 1.9.1. Exploration of Family Members' Jobs
- 1.9.2. Visit to Companies
- 1.9.3. Shadowing: Professional for a Day
- 1.9.4. Internships in Companies
- 1.9.5. Job Fairs
- 1.9.6. Educational Cooperation Programs
- 1.9.7. Visit to the Employment Office or Local Employment Services
- 1.9.8. Visits to Professional Associations
- 1.9.9. Visits to Universities and Other Educational Centers
- 1.9.10. Visits to Museums and Exhibitions
- 1.9.11. Other Complementary Actions Outside the School to Work on Vocational and Professional Guidance

1.10. Assessment and Improvement of the Educational and Professional Guidance Plan
- 1.10.1. Change, Innovation and Improvement in Guidance
- 1.10.2. Who Assesses the Educational and Professional Guidance Plan? Hetero-Assessment, Co-Assessment and Self-Assessment
- 1.10.3. Formative or Summative Assessment of the Educational and Professional Guidance Plan?
- 1.10.4. What Indexes Can Assess the Effectiveness of the Educational and Professional Guidance Plan
- 1.10.5. Checklists for the Educational and Professional Guidance Plan
- 1.10.6. Rubrics to Assess the Educational and Professional Guidance Plan
- 1.10.7. Targets to Assess the Educational and Professional Guidance Plan
- 1.10.8. Surveys and Written Forms to Assess the Educational and Professional Guidance Plan
- 1.10.9. Surveys and Digital Forms to Assess the Educational and Professional Guidance Plan
- 1.10.10. The Vocational Portfolio as an Assessment of Educational and Professional Guidance Plan

A unique, key, and decisive experience to boost your professional development"

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:

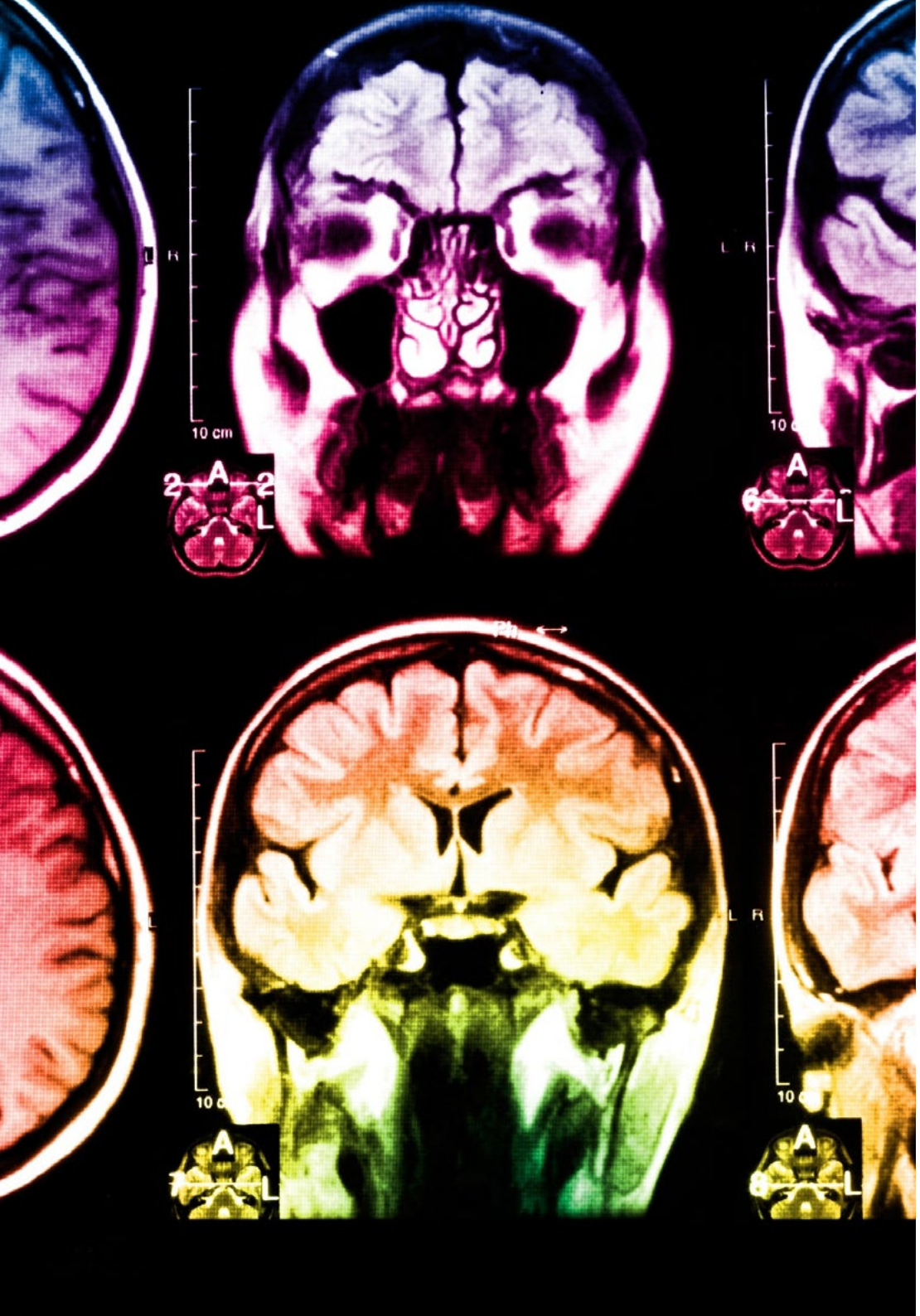
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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.

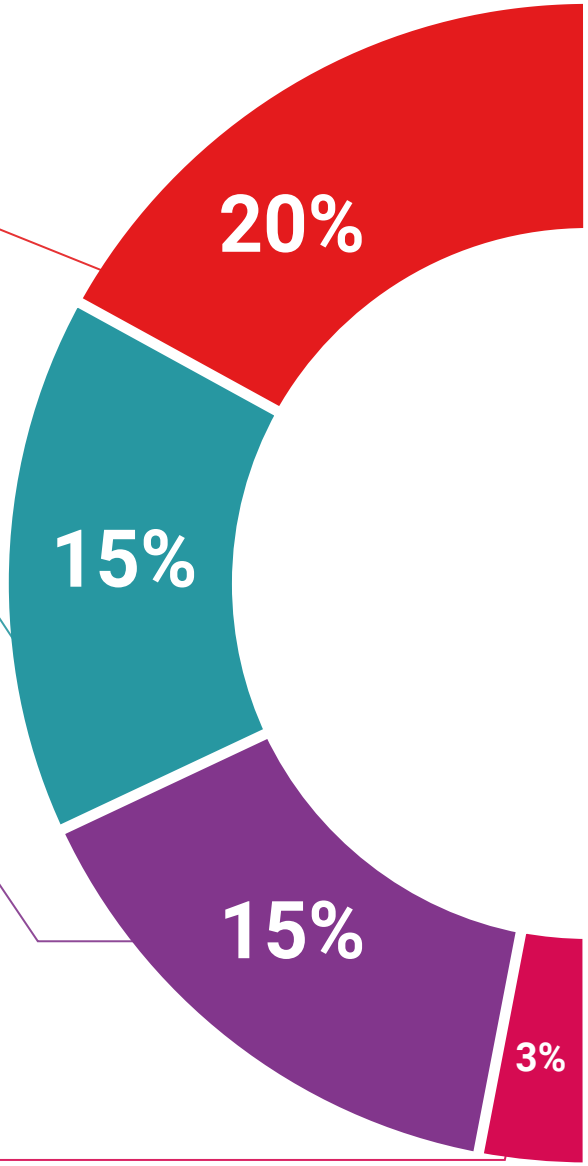
Interactive Summaries

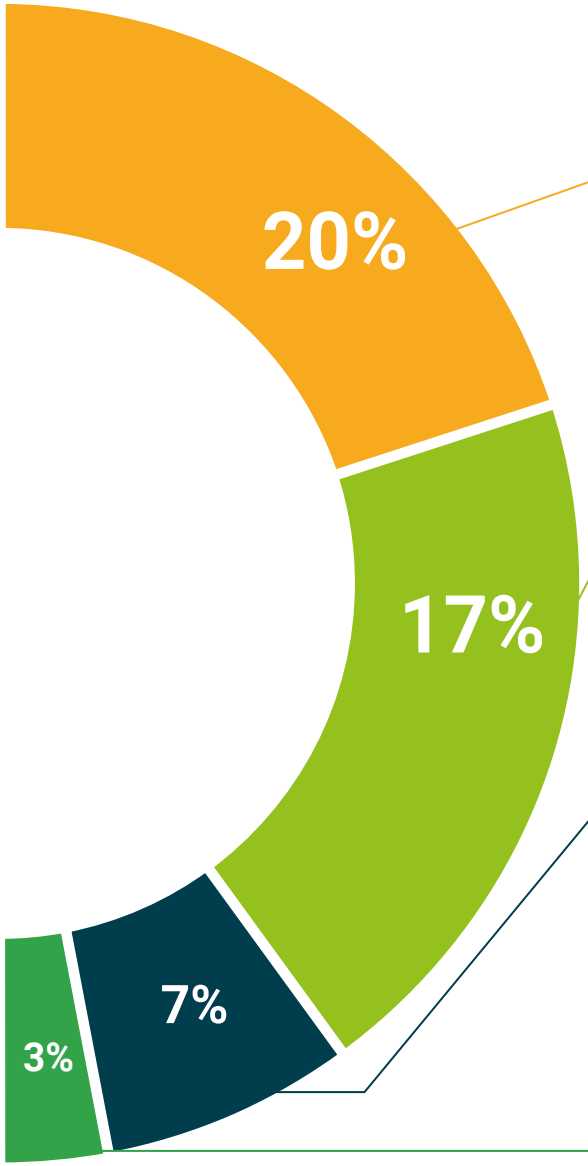
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Organizational Development of Guidance in Education Centers guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.

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

This **Postgraduate Certificate in Organizational Development of Guidance in Education Centers** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Certificate, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Certificate in Organizational Development of Guidance in Education Centers**

Official N° of Hours: **150 h.**

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Awards the following

DIPLOMA

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE CERTIFICATE

in

Organizational Development of Guidance in Education Centers

This is a qualification awarded by this University, equivalent to 150 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro

Dean

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 EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

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Postgraduate Certificate

Organizational Development of Guidance in Education Centers

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Postgraduate Certificate

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