

Postgraduate Certificate School Mediation as a Tool for Inclusion



Postgraduate Certificate School Mediation as a Tool for Inclusion

- » 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/school-mediation-tool-inclusion

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01

Introduction

Many of the conflicts present in the classroom can result in serious actions such as insults, bullying and even fights. In order to solve these problems immediately, institutions seek to have within their ranks professionals with high communication skills and who use dialogue as a conciliatory tool. In response to this demand in the educational field, TECH has designed this university program to provide teachers with updated information on the most effective mediation techniques and strategies, which in turn will serve as a tool for social inclusion. This is a compendium of rigorous information, designed by experts in the area and nourished with first class audiovisual resources.





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*Use dialogue as an instrument
to repair verbal conflicts”*

Communication has proven to be one of the most effective methods for problem solving, which is why it has been implemented in the school environment for several years. However, new techniques and strategies have emerged that require updating on the part of the educator, whose operation is based on the conceptualization of the conflict, its cause and consequences. In the same way, these practices contribute to inclusion, acceptance of diversity and the reduction of a hostile climate.

In response to all these needs, TECH has created this university program, full of audiovisual resources and with the Relearning methodology, based on experiential learning, assuming real and simulation cases and leaving behind the long hours of reading and memorization. Therefore, the professionals will acquire new competencies through a dynamic teaching model and will implement specific qualities of a school mediator in their practice.

This training stands out for its 100% online format, which facilitates its development through any device with an Internet connection. Therefore, the professionals who wish to enroll in it will not have to go to face-to-face centers or attend multiple sessions, and will be able to combine their educational work with the updating of their knowledge.

This **Postgraduate Certificate in School Mediation as a Tool for Inclusion** 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 School Mediation as a Tool for Inclusion
- ♦ 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



Delve into the latest pedagogical strategies for conflict resolution among troubled students"

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You will have at your disposal a teaching staff highly committed to your professional growth”

The program's teaching staff includes professionals from the sector who bring to this training the experience of their work, as well as recognized specialists from prestigious reference societies and 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 situations of professional practice that arise throughout the academic course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned experts.

This Postgraduate Certificate allows you to combine your daily routine with the acquisition of new knowledge.

Once you have completed this program, you will be able to respond to the main causes of conflict in the classroom.



02

Objectives

TECH has proposed a series of general and specific objectives based on each of the topics of the Postgraduate Certificate. Therefore, as the professionals advance in the program, they will acquire new skills aimed at improving the classroom environment through mediation. This will not only have an impact on the students' performance, but will also reduce the cases of educational exclusion among children and young people.





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Get up to date with the latest developments in school mediation through this 100% online program"



General Objectives

- ♦ Enable the student to teach in situations of risk of exclusion
- ♦ Define the main characteristics of inclusive education
- ♦ Manage 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 the inclusive school
- ♦ Develop in students the capacity to elaborate their own methodology and work system
- ♦ Internalize the typology of students who are at risk and socially excluded, 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 risk factors of different nature that may alter development throughout the life cycle
- ♦ Describe the general circumstances of the students under guardianship and how these may affect their educational environment
- ♦ 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 harmonization of the educational community



Specific Objectives

- ♦ Analyze the conflicts that occur in the educational environment
- ♦ Study the conceptualization of school mediation
- ♦ Define the steps to follow for an adequate implementation of mediation
- ♦ Delve into the pedagogical value of school mediation
- ♦ Acquire skills for the implementation of mediation
- ♦ Establish the appropriate space for the implementation of mediation in the classroom



Find through communication an agreement that benefits both students to end the conflict initiated"

03

Course Management

At its highest academic level, TECH has selected for the direction of this program a teaching staff experienced in school mediation as a tool for inclusion. They are experts in the field who for years have implemented innovative techniques to put an end to conflicts in the classroom. They also stand out for being part of respected institutions and for their years of experience.



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*Within this program you will find
the fruit of research and long days
at the service of education”*

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. 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. Chacón Saiz, María Raquel

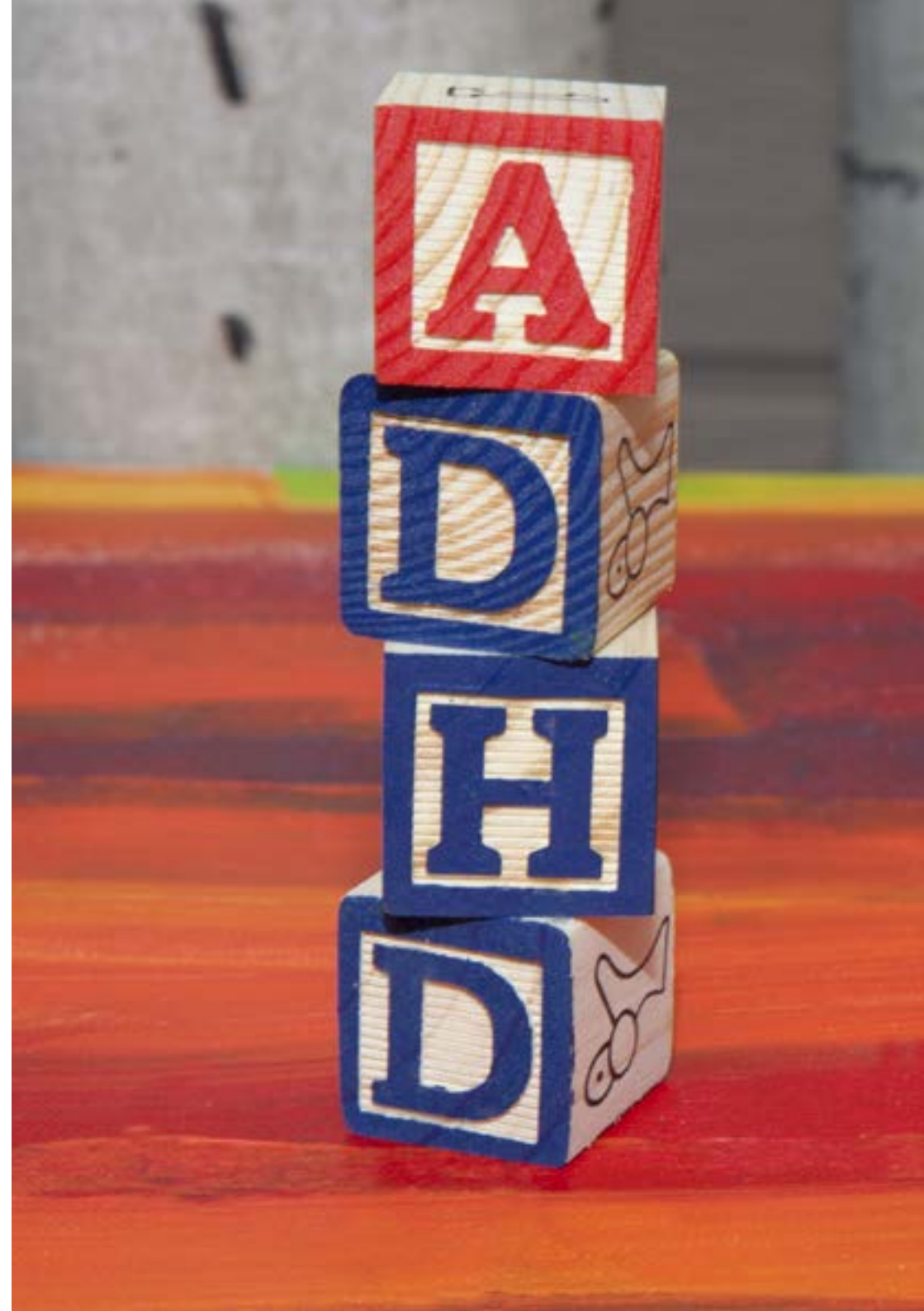
- ♦ Pedagogue Expert in Educational Guidance and School Services
- ♦ Civil servant of the Department of Education and Science of the Valencian Community
- ♦ Master's Degree in Education and Sociocultural Animation from the University of Valencia
- ♦ Degree in Pedagogy from the University of Valencia

Ms. 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

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. 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

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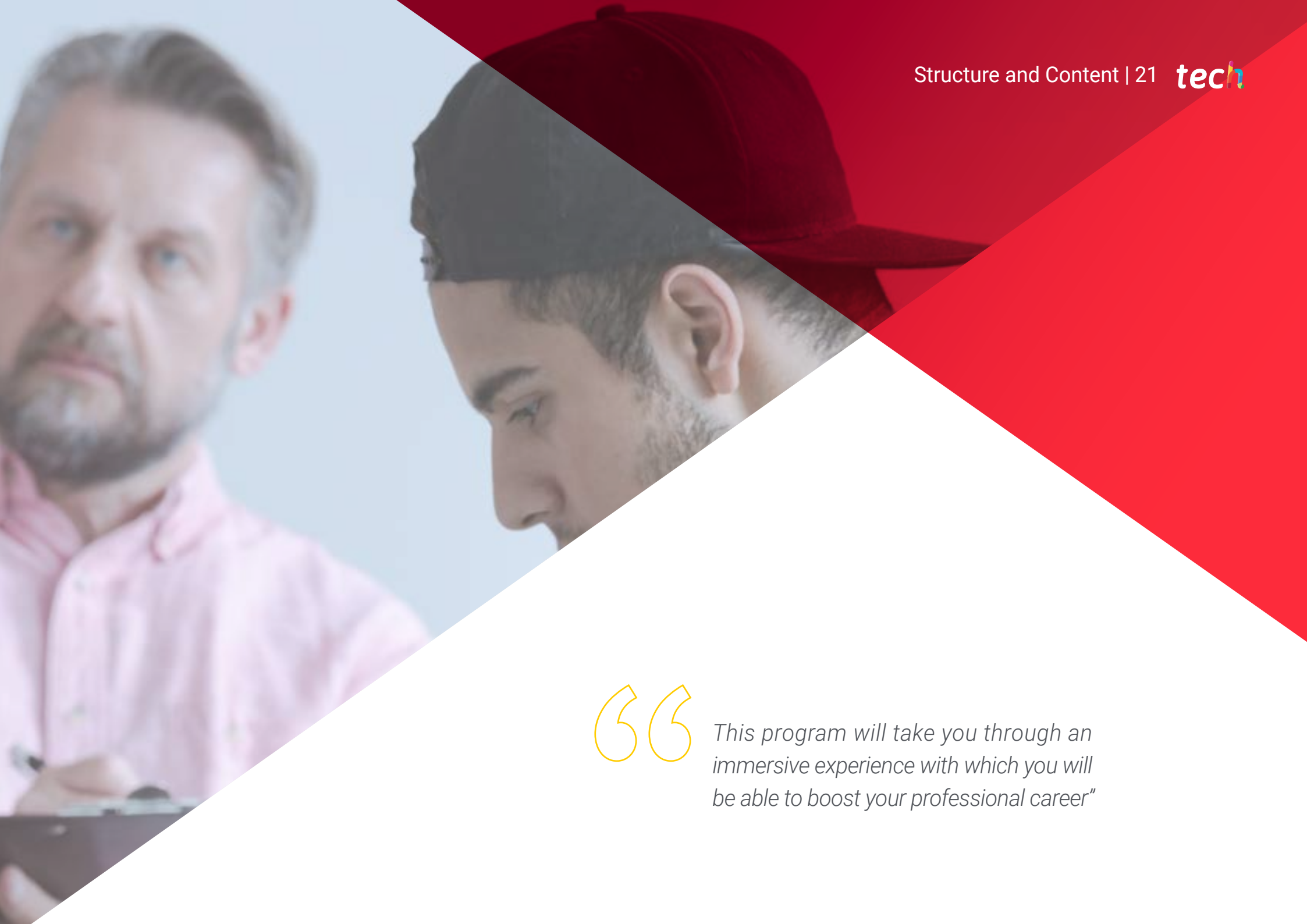
A unique, key, and decisive educational experience to boost your professional development”

04

Structure and Content

The syllabus of this program has been designed by TECH together with a team of experts aware of the latest and most recent updates in school mediation. Inside the training, the professionals will find fundamental aspects that theorize about communication and dialogue, as well as the implementation of new resolution strategies and more. All this, presented in an innovative online format, full of first class audiovisual materials.





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This program will take you through an immersive experience with which you will be able to boost your professional career”

Module 1. School mediation as a tool for inclusion

- 1.1. Conflicts in the Educational Environment
 - 1.1.1. Conceptualization of Conflict
 - 1.1.1.1. Theorizing About Conflict
 - 1.1.1.2. Types of Conflicts
 - 1.1.1.3. Psychological Aspects of Conflict
 - 1.1.2. The Conflict in the Classroom
 - 1.1.2.1. School Climate
 - 1.1.2.2. Why Do Conflicts Arise in the Classroom?
 - 1.1.2.3. Types of Conflict in the Classroom
 - 1.1.2.4. Conflicts that Can Be Mediated
 - 1.1.2.5. The Importance of Communication and Dialogue
- 1.2. Mediation and School Mediation
 - 1.2.1. Concept of Mediation
 - 1.2.1.1. Legislative Aspects
 - 1.2.2. Models of Mediation
 - 1.2.2.1. The Traditional Model
 - 1.2.2.2. The Narrative Model
 - 1.2.2.3. The Transforming Model
 - 1.2.3. School Mediation
 - 1.2.3.1. Evolution of School Mediation
 - 1.2.3.2. Main Features
 - 1.2.3.3. Principles of School Mediation
 - 1.2.3.4. Pedagogical Dimension and Benefits of Mediation





- 1.3. Phases of School Mediation
 - 1.3.1. Premediation
 - 1.3.1.1. Techniques and Strategies
 - 1.3.2. Entrance
 - 1.3.2.1. Techniques and Strategies
 - 1.3.3. Tell Me About It
 - 1.3.3.1. Techniques and Strategies
 - 1.3.4. Situating the Conflict
 - 1.3.4.1. Techniques and Strategies
 - 1.3.5. Search for Solutions
 - 1.3.5.1. Techniques and Strategies
 - 1.3.6. The Agreement
 - 1.3.6.1 Techniques and Strategies
- 1.4. The Implementation of school Mediation Programs
 - 1.4.1. Program Types
 - 1.4.2. Program Implementation and Equipment Selection
 - 1.4.2.1. Mediator Training
 - 1.4.3. Organization, Coordination and Monitoring
 - 1.4.4. Program Assessment
 - 1.4.4.1. Assessment Criteria
- 1.5. Other Conflict Resolution Techniques



Develop this training at your convenience from any device with Internet access"

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

The Postgraduate Certificate in School Mediation as a Tool for Inclusion guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



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

This **Postgraduate Certificate in School Mediation as a Tool for Inclusion** 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 School Mediation as a Tool for Inclusion**

Official N° of Hours **150 h.**



*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.



Postgraduate Certificate

School Mediation as a Tool for Inclusion

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
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Postgraduate Certificate School Mediation as a Tool for Inclusion

