

# Postgraduate Diploma Educational Organization and Guidance in Primary Education



## Postgraduate Diploma Educational Organization and Guidance in Primary Education

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-educational-organization-guidance-primary-education](http://www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-educational-organization-guidance-primary-education)

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# 01

# Introduction

Guidance and Education are two inseparable issues that seek to improve the educational development of students. All members of the educational community must participate in this process, as it is a joint and multidisciplinary effort that will lead to significant improvements in children. If you want to specialize in this field, at TECH we offer you the opportunity to do so with the best training of the moment.





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*Educational Guidance is essential to improve the educational process of students. Specialize in this field thanks to this course and advance in your learning”*

The work of teachers goes far beyond teaching a series of subjects to their students. Educational guidance is an essential process of this job since not all students have the same characteristics. Therefore, there will be students who require assistance and guidance, in which the entire educational community must participate: management team, teaching team, guidance department, administration staff, students and families.

Thinking about this need of students, TECH has designed this comprehensive program, which aims to train teachers to acquire the necessary skills to enable them to effectively provide guidance to students with specific needs. In addition, this training is complemented with new information on the organization of schools and specific educational regulations.

In our program, the order and distribution of the subjects and their topics is specially designed to allow each student to decide their own schedule and self-manage their time. In addition, students will have access to theoretical materials presented with enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes, and case studies, where they will be able to evoke knowledge in an orderly manner and practice decision-making that demonstrates their training within the field of teaching.

This training is distinguished by the fact that it can be taken in a 100% online format, adapting to the needs and obligations of the student, in an asynchronous and completely self-manageable manner. The student will be able to choose which days, at what time and how much time to dedicate to the study of the contents of the program. Always in tune with the capabilities and skills required for the course.

This **Postgraduate Diploma in Educational Organization and Guidance in Primary Education** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of practical cases presented in simulated scenarios by experts in the area of knowledge, where the student will demonstrate the knowledge they have learned and demonstrate the acquisition of competencies
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional development
- ♦ The latest news on the educational task of the primary school teacher
- ♦ Practical exercises where self-assessment is carried out to improve learning, as well as activities at different levels of competence
- ♦ Special emphasis on innovative methodologies in educational research
- ♦ 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



*We offer you a unique study opportunity where you can find the best teaching material on Educational Organization and Guidance”*

“

*TECH provides you with the main educational tools to teach you to develop your work in the field of teaching”*

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

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive training experience designed to train for real-life situations.

This program is designed around Problem-Based Learning, whereby the student must try to solve the different professional practice situations that arise throughout the program. To do so, they will have the help of an innovative interactive video system created by renowned and experienced experts in the field of Educational Guidance and Orientation.

*You will have access to the contents from any fixed or portable device with internet connection, even from your cell phone.*

*The program invites us to learn and grow, to develop as teachers, to learn about educational tools and strategies in relation to the most common needs in our classrooms.*



# 02

# Objectives

The Postgraduate Diploma in Educational Organization and Guidance in Primary Education is oriented to help students develop the skills required for carrying out their work in their profession. For this purpose, we offer the most complete specialization with the support of the main experts in the field.







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*Increase your training as a Primary School Teacher thanks to the opportunity offered by TECH”*



## General Objectives

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- ♦ Design, plan, deliver, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the center
- ♦ Recognize the importance of rules in all educational processes
- ♦ Promote participation and respect for the rules of coexistence
- ♦ Know the organization of Primary education centers
- ♦ Promote educative skills in teachers which will allow them to improve the way in which they impart their lessons





## Specific Objectives

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### Module 1. Personalized Education: Anthropological, Philosophical, and Psychological Foundations

- ♦ Acquire the necessary tools for reflection
- ♦ Awaken professional and intellectual concerns in order to learn to be good professionals
- ♦ Know the different teaching foundations of education
- ♦ Identify the different learning situations in personalized education
- ♦ Develop the necessary tools for a good organization of the center
- ♦ Internalize teacher training for a good educational response

### Module 2. Educational Legislation and Organization of Centers

- ♦ Know the organization of the education system
- ♦ Discover the place of the teaching profession within its field
- ♦ Acquire the tools required for student organization

### Module 3. Family Counseling and Mentoring

- ♦ Involve all the agents inside and outside the school: management team, administration staff, teaching staff, guidance department, students and families as protagonists of the educational and guidance process
- ♦ As a task for teachers, take on the guidance and tutorial action of their students
- ♦ Promote the knowledge of the students' own characteristics, assuming that each student is unique
- ♦ Personalized follow-up of students with a preventive approach
- ♦ Adapt programming, teaching and evaluation to the diversity of the student body
- ♦ Involve families in the education of students in order to unify criteria and educational guidelines that result in greater coherence between school and family

### Module 4. Education and Coexistence Inside and Outside the Classroom

- ♦ Analyze the current situation in schools regarding coexistence
- ♦ Identify the different models to establish a good coexistence inside and outside the classroom
- ♦ Identify the possible discrimination that may occur in a school
- ♦ Acquire skills to solve and prevent possible conflicts in a school
- ♦ Know the intervention strategies and techniques
- ♦ Understand how media and technology work in schools



*Make the most of the opportunity and take the step to get up to date on the latest developments in Educational Organization and Guidance in Primary Education”*

03

# Structure and Content

The structure of the contents has been designed by top-level professionals within the educational panorama, with extensive experience and recognized prestige in the profession, endorsed by their experience, and with a solid command of new technologies applied to teaching.





“

*The best content for training  
the best teachers”*

## Module 1. Personalized Education: Anthropological, Philosophical, and Psychological Foundations

- 1.1. The Human Person
  - 1.1.1. Educating Taking Into Account The Person
  - 1.1.2. Person and Human Nature
  - 1.1.3. Attributes or Radical Properties of the Person
  - 1.1.4. Strategies to Favor the Unfolding of the Person's Radical Attributes or Properties
  - 1.1.5. The Human Person as a Dynamic System
  - 1.1.6. The Person and the Meaning That They Can Give to their Life
- 1.2. Pedagogical Foundations of Personalized Education
  - 1.2.1. The Educability of the Human Being as a Capacity for Integration and Growth
  - 1.2.2. What is and What is Not Personalized Education?
  - 1.2.3. Purposes of Personalized Education
  - 1.2.4. The Personal Teacher-Student Encounter
  - 1.2.5. Protagonists and Mediators
  - 1.2.6. The principles of Personalized Education
- 1.3. Learning situations in Personalized Education
  - 1.3.1. The Personalized Vision of the Learning Process
  - 1.3.2. Operational and Participatory Methodologies and their General Characteristics
  - 1.3.3. Learning Situations and their Personalization
  - 1.3.4. Role of Materials and Resources
  - 1.3.5. Evaluation as a Learning Situation
  - 1.3.6. The Personalized Educational Style and its Five Manifestations
  - 1.3.7. Promoting the Five Manifestations of the Personalized Educational Style
- 1.4. Motivation: A Key Aspect of Personalized Learning
  - 1.4.1. Influence of Affectivity and Intelligence in the Learning Process
  - 1.4.2. Definition and Types of Motivation
  - 1.4.3. Motivation and Values
  - 1.4.4. Strategies to Make the Learning Process More Attractive
  - 1.4.5. The Playful Aspect of Schoolwork
- 1.5. Metacognitive Learning
  - 1.5.1. What Should Students Be Taught in Personalized Education?
  - 1.5.2. Meaning of Metacognition and Metacognitive Learning
  - 1.5.3. Metacognitive Learning Strategies
  - 1.5.4. Consequences of Learning in a Metacognitive Way
  - 1.5.5. The Evaluation of the Significant Learning of the Learner
  - 1.5.6. Keys To Educate in Creativity
- 1.6. Personalizing the Organization of the School Center
  - 1.6.1. Factors in the Organization of a School
  - 1.6.2. The Personalized School Environment
  - 1.6.3. The Student Body
  - 1.6.4. The Teaching Staff
  - 1.6.5. The Families
  - 1.6.6. The School Center as an Organization and as a Unit
  - 1.6.7. Indicators to Evaluate the Educational Personalization of a School Center
- 1.7. Identity and Profession
  - 1.7.1. Personal Identity: A Personal and Collective Construction
  - 1.7.2. Lack of Social Valuation
  - 1.7.3. Cracking and Identity Crisis
  - 1.7.4. Professionalization Under Debate
  - 1.7.5. Between Vocation and Expert Knowledge
  - 1.7.6. Teachers as Artisans
  - 1.7.7. Fast Food Behavior
  - 1.7.8. Unrecognized Good Guys and Unknown Bad Guys
  - 1.7.9. Teachers Have Competitors
- 1.8. The Process of Becoming a Teacher
  - 1.8.1. Initial Training Matters
  - 1.8.2. At the Beginning, the More Difficult, the Better
  - 1.8.3. Between Routine and Adaptation
  - 1.8.4. Different Stages, Different Needs

- 1.9. Characteristics of Effective Teachers
  - 1.9.1. Literature in Reference to Effective Teachers
  - 1.9.2. Value-Added Methods
  - 1.9.3. Classroom Observation and Ethnographic Approaches
  - 1.9.4. The Dream of Having Countries with Good Teachers
- 1.10. Beliefs and Change
  - 1.10.1. Analysis of Beliefs in the Teaching Profession
  - 1.10.2. Many Actions and Little Impact
  - 1.10.3. The Search for Models in the Teaching Profession

## Module 2. Educational Legislation and Organization of Centers

- 2.1. Education in the European Union Framework
  - 2.1.1. General Conceptions of the European Union and Education
  - 2.1.2. The European Higher Education Area and its Elements
  - 2.1.3. Other Educational Systems of the European Union
- 2.2. Fundamental Aspects of School Centers
  - 2.2.1. Calendar and School Timetable
  - 2.2.2. School Building and its Classrooms
- 2.3. Other Essential Ideas About Organization in School Centers
  - 2.3.1. Organization of Students
  - 2.3.2. School Promotion
  - 2.3.3. Attention to Diversity
  - 2.3.4. Mentoring
  - 2.3.5. Evaluation of School Centers
  - 2.3.6. Educational Environment

## Module 3. Family Counseling and Mentoring

- 3.1. Family Counseling and Mentoring
  - 3.1.1. Definition of Family Counseling and Mentoring
  - 3.1.2. Objectives of Family Counseling
- 3.2. The Tutorial Action Plan and its Applications
  - 3.2.1. Definition and Composition of the Tutorial Action Plan
  - 3.2.2. Some Related Practical Cases
- 3.3. The Mentor Teacher
  - 3.3.1. The Profile of the Mentor Teacher
  - 3.3.2. Competencies of the Mentor Teacher
  - 3.3.3. The Functions of the Mentor Teacher and their Relationship with the Families
- 3.4. The Training of Mentor Teachers
  - 3.4.1. Initial Mentor Teacher Training
  - 3.4.2. Continued Training of Mentor Teachers
  - 3.4.3. Mediation as a Professional Tool
- 3.5. The Family Interview from the School Center
  - 3.5.1. Different Family Models
  - 3.5.2. First Contact with Families
  - 3.5.3. Phases of the Interview
  - 3.5.4. Practical Aspects to be Taken into Account in Conducting Interviews
  - 3.5.5. Interview Techniques
- 3.6. Social Collaboration from the School Center
  - 3.6.1. Service-Learning as a Methodology for the School-Family-Society Connection
  - 3.6.2. Types of Service-Learning Programs
  - 3.6.3. Steps for the Elaboration of a Service-Learning Program
- 3.7. Family Schools
  - 3.7.1. Definition of Family Schools
  - 3.7.2. Objectives of Family Schools
  - 3.7.3. Content of Family Schools
  - 3.7.4. Development Methods and Techniques
  - 3.7.5. Some Related Practical Cases

- 3.8. Professional Coordination
  - 3.8.1. Teamwork
  - 3.8.2. Union Between Education and Non-Education Professionals
  - 3.8.3. Different Agents, Classes and Functions
- 3.9. Teaching Material and Content
  - 3.9.1. The Knowledge of the Teachers
  - 3.9.2. The Quality of Teaching and the Content
  - 3.9.3. Practice and Learning Communities
  - 3.9.4. Knowledge Distribution and Connectivism
- 3.10. Teacher Assessment
  - 3.10.1. Evolution in Recent Decades
  - 3.10.2. International References
  - 3.10.3. Models in the USA
  - 3.10.4. Innovations in Australia
  - 3.10.5. The Situation in Latin America
  - 3.10.6. Final Reflections

#### Module 4. Education and Coexistence Inside and Outside the Classroom

- 4.1. School Coexistence
  - 4.1.1. Definition of Coexistence
  - 4.1.2. School Coexistence Models
  - 4.1.3. Development of Basic Skills for a Good Coexistence
  - 4.1.4. School Spaces for Coexistence
- 4.2. Coexistence and Equality Plan
  - 4.2.1. Coexistence and Equality Plan
  - 4.2.2. Objectives of the Coexistence and Equality Plan
  - 4.2.3. Phases of the Coexistence and Equality Plan
  - 4.2.4. Coexistence and Equality Plan Actions
  - 4.2.5. Assessment of the Coexistence and Equality Plan

- 4.3. Discrimination at School
  - 4.3.1. Concept of Discrimination
  - 4.3.2. Types of Discrimination
  - 4.3.3. Causes of Discrimination and How to Detect Them
  - 4.3.4. Steps to Detect Discrimination Situations
- 4.4. School Conflict
  - 4.4.1. The Definition of Conflict
  - 4.4.2. Causes of the Conflict
  - 4.4.3. Characteristics of the Conflict
  - 4.4.4. Types of School Conflict
  - 4.4.5. Positive Forms of Conflict Resolution
- 4.5. Preventative Strategies and Intervention Techniques
  - 4.5.1. Prevention Programs for School Conflict
  - 4.5.2. Negotiation at School
  - 4.5.3. School Mediation
  - 4.5.4. Intervention in Detected Cases
- 4.6. Family and School
  - 4.6.1. Family and School Relationships
  - 4.6.2. Influence of the Family on School Coexistence
  - 4.6.3. Conflict Between the Family and Education Center
  - 4.6.4. Action Protocols in Cases of School Conflict
  - 4.6.5. Guidelines for Families
- 4.7. Influence of the Media and Technology
  - 4.7.1. The Technological Era and its Influence in Social Relationships
  - 4.7.2. Advantages and Disadvantages of ICT on Coexistence
  - 4.7.3. Influence of ICT on School Conflict
  - 4.7.4. Cyber Risks in Students
  - 4.7.5. Educational Tools for the Responsible Use of ICT





- 4.8. Teacher Professional Development Programs
  - 4.8.1. Learn from Practice
  - 4.8.2. Principles that Guide Effectiveness
  - 4.8.3. Utilitas, Firmitas and Venustas
  - 4.8.4. Proposals that Work
  - 4.8.5. The Student as an Indicator
  - 4.8.6. Assessment of Programs and their Improvement
  - 4.8.7. Feedback Through Technology
- 4.9. Towards Excellence in Teacher Professional Development
  - 4.9.1. Premises and Basic Principles of Teacher Professional Development
  - 4.9.2. The Ingredients for Achieving Success
  - 4.9.3. Some Suggestions for Politicians
- 4.10. Ongoing Teacher Training: Motivations, Achievements, and Needs
  - 4.10.1. Continuing Education Concept
  - 4.10.2. The Teacher as an Object of Research
  - 4.10.3. Methodological Planning
  - 4.10.4. Motivations for Carrying Out Continuing Education Activities
  - 4.10.5. Level of Participation in Educational Activities
  - 4.10.6. Fields in Which Education is in Higher Demand



*This program is the key to advancing your professional career, don't let this opportunity pass you by"*

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.





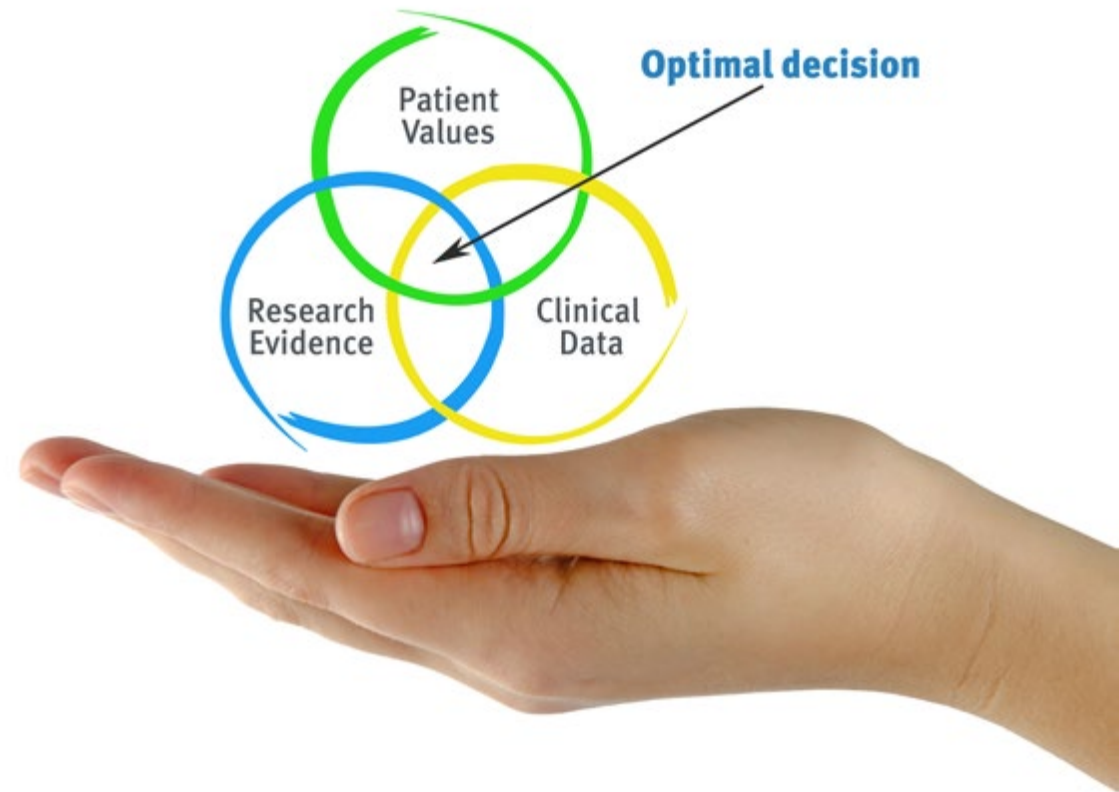
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization”*

## 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.*

“

*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

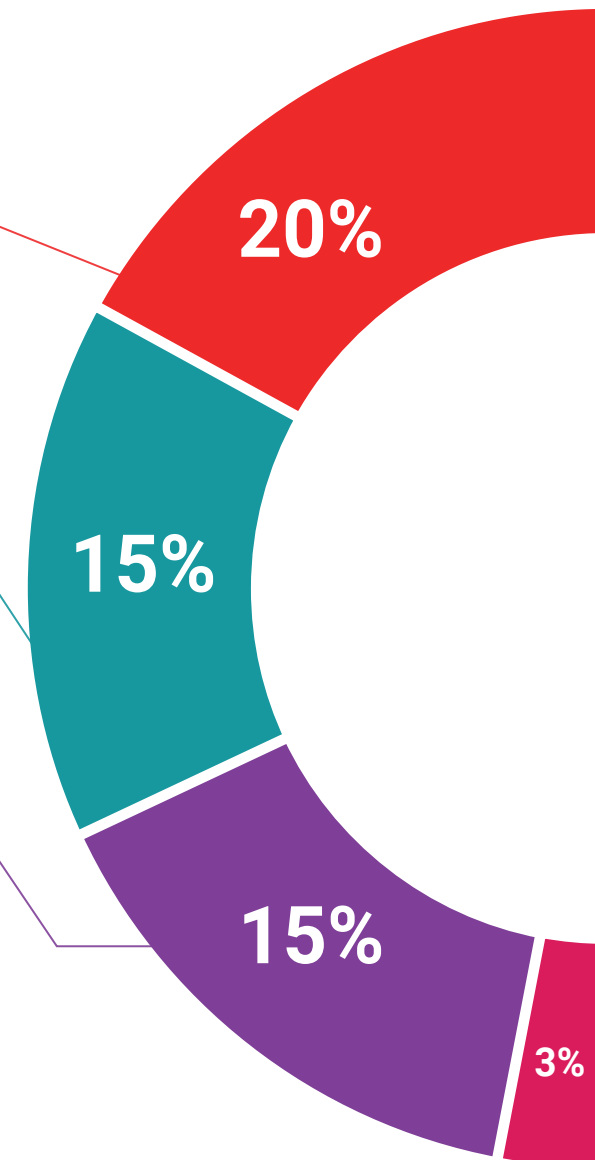
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

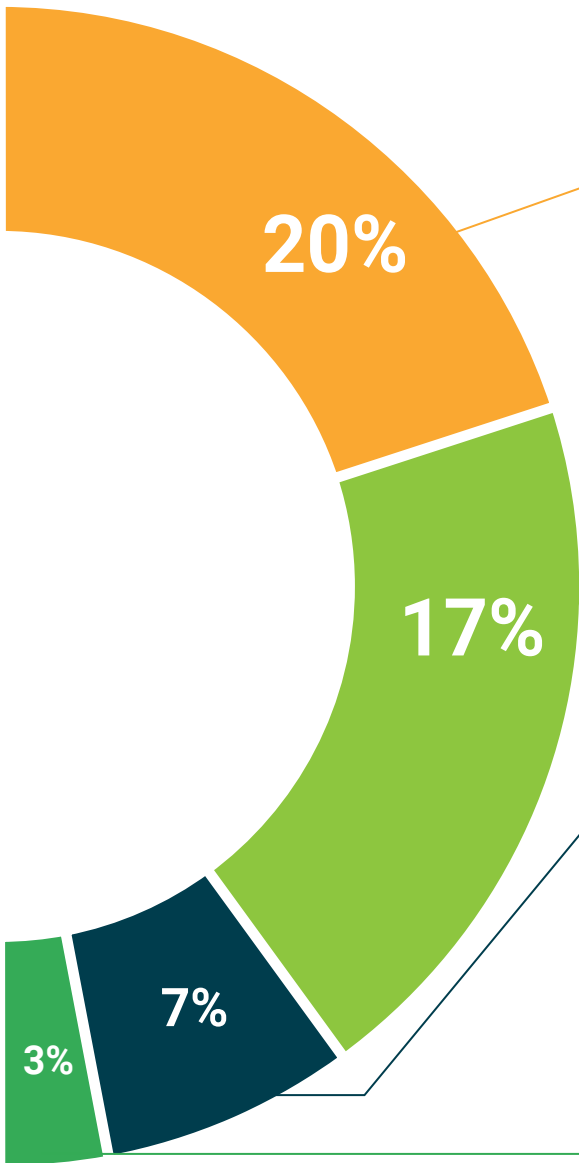


#### Additional Reading

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 Diploma in Educational Organization and Guidance in Primary Education guarantees you, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University



The image features two black graduation caps (mortarboards) against a blue sky with light clouds. The caps are positioned diagonally, with one in the foreground and another slightly behind it. The background is split into a white lower-left section and a red upper-right section by a diagonal line.

“

*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 Diploma in Educational Organization and Guidance in Primary 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 Diploma in Educational Organization and Guidance in Primary Education**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**



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



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