

Postgraduate Diploma School Coexistence in Primary Education





Postgraduate Diploma School Coexistence in Primary Education

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

Website: www.techtute.com/in/education/postgraduate-diploma/postgraduate-diploma-school-coexistence-primary-education

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01

Introduction

The school is the place where children live together par excellence. This is one of the first places where children organize themselves in groups, live with people outside their family nucleus and can feel more independent. The management of teachers in this field is fundamental to avoid situations of discrimination and conflict in schools. Therefore, with this program TECH, offers the keys to learn how to cope in this type of environment.





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At TECH we offer you the possibility of accessing the most complete training available on school coexistence in Primary Education so that you will be able to improve your training in this field”

Teachers are the people who are most in contact with students in schools. Therefore, they should be in charge of identifying any type of discrimination or conflict that may occur during the school coexistence of minors. Their role is of vital importance, since only by detecting these types of situations in time can they be properly managed to prevent them from happening again.

To increase the training of teachers in this field, TECH has created this program, which aims to show the current analysis of coexistence in the educational system, detailing the main skills and knowledge that enable the creation of coexistence spaces inside and outside the classroom. It must be taken into account that the role of families in school coexistence is of great importance, since, as members of the educational community, they have to provide adequate values that favor coexistence.

With this Postgraduate Diploma, TECH has set out to train teachers to be able to handle this type of situation with ease. To this end, the order and distribution of the subjects and their topics is specially designed to allow each student to decide their 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 School Coexistence in Primary Education** includes the most complete and up-to-date educational program. 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 practice
- ♦ 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



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

“

All you need is a computer or mobile device with an internet connection in order to access the content”

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 professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the specialist will be assisted by an innovative interactive video system developed by renowned and experienced experts in School Coexistence.

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 School Coexistence 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

- ♦ 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
- ♦ Promote educative skills in teachers which will allow them to improve the way in which they impart their lessons



Our goal is to achieve academic excellence and to help you achieve it too"





Specific Objectives

Module 1. Family, School and Society

- ♦ Know the relationship that exists between school and family
- ♦ Acquire the tools to differentiate between programmed teaching (school) and spontaneous teaching (family)
- ♦ Analyze formal, non-formal and informal education
- ♦ Analyze the function of media and educational influence
- ♦ Highlight the possibilities that educational institutions can offer to the participation of families
- ♦ Identify the different family characteristics

Module 2. Family Counseling and Mentoring

- ♦ 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 3. 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

Module 4. Equality and Diversity in the Classroom

- ♦ Know the different terms closely related to each other and their application in the classroom
- ♦ Detect possible factors of school failure
- ♦ Acquire the necessary tools to avoid school failure
- ♦ Catch the signs of possible bullying at school
- ♦ Develop tools to encourage inclusive and intercultural schools
- ♦ Gain the skills to work with different ICTs
- ♦ Identify the different disorders in educational centers
- ♦ Develop the psychomotor functioning in childhood 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. Family, School and Society

- 1.1. Education, Family and Society
 - 1.1.1. Introduction to the Categorization of Formal, Non-Formal and Informal Education a
 - 1.1.2. Concepts of Formal, Non-Formal and Informal Education
 - 1.1.3. Latest Information of Formal and Non-Formal Education
 - 1.1.4. Fields of Non-Formal Education
- 1.2. Family Education in a World of Change
 - 1.2.1. Family and School: Two Educational Contexts
 - 1.2.2. Family and School Relationships
 - 1.2.3. School and the Society of Information
 - 1.2.4. The Role of the Media
- 1.3. The Educational Family
 - 1.3.1. Main Dimensions in the Study of Socialization
 - 1.3.2. Socialization Agents
 - 1.3.3. Concept of Family and its Functions
 - 1.3.4. Family Education
- 1.4. Education, Family and Community
 - 1.4.1. Community and Family Educating
 - 1.4.2. Education in Values
- 1.5. School of Parents
 - 1.5.1. Communication with the Family
 - 1.5.2. School of Parents
 - 1.5.3. School of Parents' Program
 - 1.5.4. Methodology of Family Workshops
- 1.6. Family Educational Practices
 - 1.6.1. Family Characteristics
 - 1.6.2. The Family: its Social changes and New Models
 - 1.6.3. Family as a Social System
 - 1.6.4. Discipline in the Family
 - 1.6.5. Family Educational Styles



- 1.7. The Mass Media and its Educational Influence
 - 1.7.1. Media Culture
 - 1.7.2. Education through Media
- 1.8. Family Orientation
 - 1.8.1. Educational Orientation
 - 1.8.2. Educating in Social Skills and Childhood
- 1.9. Social Change, School and Teachers
 - 1.9.1. An Evolving Economy
 - 1.9.2. Structured Network Organizations
 - 1.9.3. New Family Configurations
 - 1.9.4. Cultural and Ethnic Diversity
 - 1.9.5. Knowledge with an Expiry Date
 - 1.9.6. The Teacher: An Agent in Crisis
 - 1.9.7. Teaching: The Profession of Knowledge
- 1.10. Some Constants in Teaching
 - 1.10.1. The Content Taught Generates Identity
 - 1.10.2. Some Knowledge is Worth More than Other
 - 1.10.3. Teaching is Learning How to Teach
 - 1.10.4. "Each Teacher Has their Own Book"
 - 1.10.5. Students in the Center of Motivation
 - 1.10.6. Those Who Leave the Classroom Don't Return

Module 2. Family Counseling and Mentoring

- 2.1. Family Counseling and Mentoring
 - 2.1.1. Definition of Family Counseling and Mentoring
 - 2.1.2. Objectives of Family Counseling
- 2.2. The Tutorial Action Plan and its Applications
 - 2.2.1. Definition and Composition of the Tutorial Action Plan
 - 2.2.2. Some Related Practical Cases
- 2.3. The Mentor Teacher
 - 2.3.1. The Profile of the Mentor Teacher
 - 2.3.2. Competencies of the Mentor Teacher
 - 2.3.3. The Functions of the Mentor Teacher and their Relationship with the Families



- 2.4. The Training of Mentor Teachers
 - 2.4.1. Initial Mentor Teacher Training
 - 2.4.2. Continued Training of Mentor Teachers
 - 2.4.3. Mediation as a Professional Tool
- 2.5. The Family Interview from the School Center
 - 2.5.1. Different Family Models
 - 2.5.2. First Contact with Families
 - 2.5.3. Phases of the Interview
 - 2.5.4. Practical Aspects to be Taken into Account in Conducting Interviews
 - 2.5.5. Interview Techniques
- 2.6. Social Collaboration from the School Center
 - 2.6.1. Service-Learning as a Methodology for the School-Family-Society Connection
 - 2.6.2. Types of Service-Learning Programs
 - 2.6.3. Steps for the Elaboration of a Service-Learning Program
- 2.7. Family Schools
 - 2.7.1. Definition of Family Schools
 - 2.7.2. Objectives of Family Schools
 - 2.7.3. Content of Family Schools
 - 2.7.4. Development Methods and Techniques
 - 2.7.5. Some Related Practical Cases
- 2.8. Professional Coordination
 - 2.8.1. Teamwork
 - 2.8.2. Union Between Education and Non-Education Professionals
 - 2.8.3. Different Agents, Classes and Functions
- 2.9. Teaching Material and Content
 - 2.9.1. The Knowledge of the Teachers
 - 2.9.2. The Quality of Teaching and the Content
 - 2.9.3. Practice and Learning Communities
 - 2.9.4. Knowledge Distribution and Connectivism

- 2.10. Teacher Assessment
 - 2.10.1. Evolution in Recent Decades
 - 2.10.2. International References
 - 2.10.3. Models in the USA
 - 2.10.4. Innovations in Australia
 - 2.10.5. The Situation in Latin America
 - 2.10.6. Final Reflections

Module 3. Education and Coexistence Inside and Outside the Classroom

- 3.1. School Coexistence
 - 3.1.1. Definition of Coexistence
 - 3.1.2. School Coexistence Models
 - 3.1.3. Development of Basic Skills for a Good Coexistence
 - 3.1.4. School Spaces for Coexistence
- 3.2. Coexistence and Equality Plan
 - 3.2.1. Coexistence and Equality Plan
 - 3.2.2. Objectives of the Coexistence and Equality Plan
 - 3.2.3. Phases of the Coexistence and Equality Plan
 - 3.2.4. Coexistence and Equality Plan Actions
 - 3.2.5. Assessment of the Coexistence and Equality Plan
- 3.3. Discrimination at School
 - 3.3.1. Concept of Discrimination
 - 3.3.2. Types of Discrimination
 - 3.3.3. Causes of Discrimination and How to Detect Them
 - 3.3.4. Steps to Detect Discrimination Situations
- 3.4. School Conflict
 - 3.4.1. The Definition of Conflict
 - 3.4.2. Causes of the Conflict
 - 3.4.3. Characteristics of the Conflict
 - 3.4.4. Types of School Conflict
 - 3.4.5. Positive Forms of Conflict Resolution

- 3.5. Preventative Strategies and Intervention Techniques
 - 3.5.1. Prevention Programs for School Conflict
 - 3.5.2. Negotiation at School
 - 3.5.3. School Mediation
 - 3.5.4. Intervention in Detected Cases
- 3.6. Family and School
 - 3.6.1. Family and School Relationships
 - 3.6.2. Influence of the Family on School Coexistence
 - 3.6.3. Conflict Between the Family and Education Center
 - 3.6.4. Action Protocols in Cases of School Conflict
 - 3.6.5. Guidelines for Families
- 3.7. Influence of the Media and Technology
 - 3.7.1. The Technological Era and its Influence in Social Relationships
 - 3.7.2. Advantages and Disadvantages of ICT on Coexistence
 - 3.7.3. Influence of ICT on School Conflict
 - 3.7.4. Cyber Risks in Students
 - 3.7.5. Educational Tools for the Responsible Use of ICT
- 3.8. Teacher Professional Development Programs
 - 3.8.1. Learn from Practice
 - 3.8.2. Principles that Guide Effectiveness
 - 3.8.3. Utilitas, Firmitas and Venustas
 - 3.8.4. Proposals that Work
 - 3.8.5. The Student as an Indicator
 - 3.8.6. Assessment of Programs and their Improvement
 - 3.8.7. Feedback Through Technology
- 3.9. Towards Excellence in Teacher Professional Development
 - 3.9.1. Premises and Basic Principles of Teacher Professional Development
 - 3.9.2. The Ingredients for Achieving Success
 - 3.9.3. Some Suggestions for Politicians

- 3.10. Ongoing Teacher Training: Motivations, Achievements, and Needs
 - 3.10.1. Continuing Education Concept
 - 3.10.2. The Teacher as an Object of Research
 - 3.10.3. Methodological Planning
 - 3.10.4. Motivations for Carrying Out Continuing Education Activities
 - 3.10.5. Level of Participation in Educational Activities
 - 3.10.6. Fields in Which Education is in Higher Demand

Module 4. Equality and Diversity in the Classroom

- 4.1. Basic Concepts in Terms of Equality and Diversity
 - 4.1.1. Equality, Diversity, Differences, Justice and Equity
 - 4.1.2. Diversity as Something Positive and Intrinsic to Life
 - 4.1.3. Relativism and Ethnocentrism
 - 4.1.4. Human Dignity and Human Rights
 - 4.1.5. Theoretical Perspectives on Diversity in the Classroom
 - 4.1.6. Bibliographical References
- 4.2. Evolution from Special Education to Inclusive Education in Early Childhood Education
 - 4.2.1. Key Concepts from Special Education to Inclusive Education
 - 4.2.2. Conditions of the Inclusive School
 - 4.2.3. Encouraging Inclusive Education in Early Childhood Education
- 4.3. Characteristics and Needs in Early Childhood
 - 4.3.1. Acquisition of Motor Skills
 - 4.3.2. Acquisition of Psychological Development
 - 4.3.3. Development of Subjectivity
- 4.4. Exclusion in Schools
 - 4.4.1. The Hidden Syllabus
 - 4.4.2. Intolerance and Xenophobia
 - 4.4.3. How to Detect Bullying in the Classroom?
 - 4.4.4. Bibliographical References

- 4.5. Main Factors of School Failure
 - 4.5.1. Stereotypes and Prejudices
 - 4.5.2. Self-Fulfilling Prophecies, the Pygmalion Effect
 - 4.5.3. Other Influencing Factors in School Failure
 - 4.5.4. Bibliographical References
- 4.6. Inclusive and Intercultural School
 - 4.6.1. School as an Open Entity
 - 4.6.2. Dialogue
 - 4.6.3. Intercultural Education and Attention to Diversity
 - 4.6.4. What is an Intercultural School?
 - 4.6.5. Problems in the School Environment
 - 4.6.6. Performance
 - 4.6.7. Proposals on Interculturality to Work On in the Classroom
 - 4.6.8. Bibliographical References
- 4.7. Digital Exclusion in the Knowledge Society
 - 4.7.1. Transformations in the Information and Knowledge Society
 - 4.7.2. Access to Information
 - 4.7.3. Web 2.0: From Consumers to Creators
 - 4.7.4. Risks of the Use of ICTs
 - 4.7.5. Digital Breach: A New Type of Exclusion
 - 4.7.6. Education in the Face of Digital Exclusion
 - 4.7.7. Bibliographical References
- 4.8. The Inclusion of ICT in Diverse Schools
 - 4.8.1. School Inclusion and Digital Inclusion
 - 4.8.2. Digital Inclusion in the School, Advantages and Requirements
 - 4.8.3. Changes in the Conception of the Education Process
 - 4.8.4. Transformations of the Roles of Teachers and Students
 - 4.8.5. ICT as an Element of Attention to Diversity
 - 4.8.6. Use of ICT for Students with Special Educational Needs
 - 4.8.7. Bibliographical References





- 4.9. Active Methodologies for Learning With ICT
 - 4.9.1. Introduction and Objectives
 - 4.9.2. ICT and the New Educational Paradigm: Personalized Education
 - 4.9.3. Active Methodologies for Effective Learning With ICT
 - 4.9.4. Learning Through Research
 - 4.9.5. Collaborative and Cooperative Learning
 - 4.9.6. Problem-Based and Project-Based Learning
 - 4.9.7. Flipped Classroom
 - 4.9.8. Strategies for Choosing the Right ICT for Each Methodology: Multiple Intelligences and Learning Landscapes
 - 4.9.9. Bibliographical References
- 4.10. Collaborative Learning and Flipped Classroom
 - 4.10.1. Introduction and Objectives
 - 4.10.2. Definition of Collaborative Learning
 - 4.10.3. Differences with Cooperative Learning
 - 4.10.4. Tools for Cooperative and Collaborative Learning: Padlet
 - 4.10.5. Definition of Flipped Classroom
 - 4.10.6. Teaching Actions for Programming the Flipped Classroom
 - 4.10.7. Digital Tools for Creating Your Flipped Class
 - 4.10.8. Flipped Classroom Experiences
 - 4.10.9. Bibliographical References



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

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:

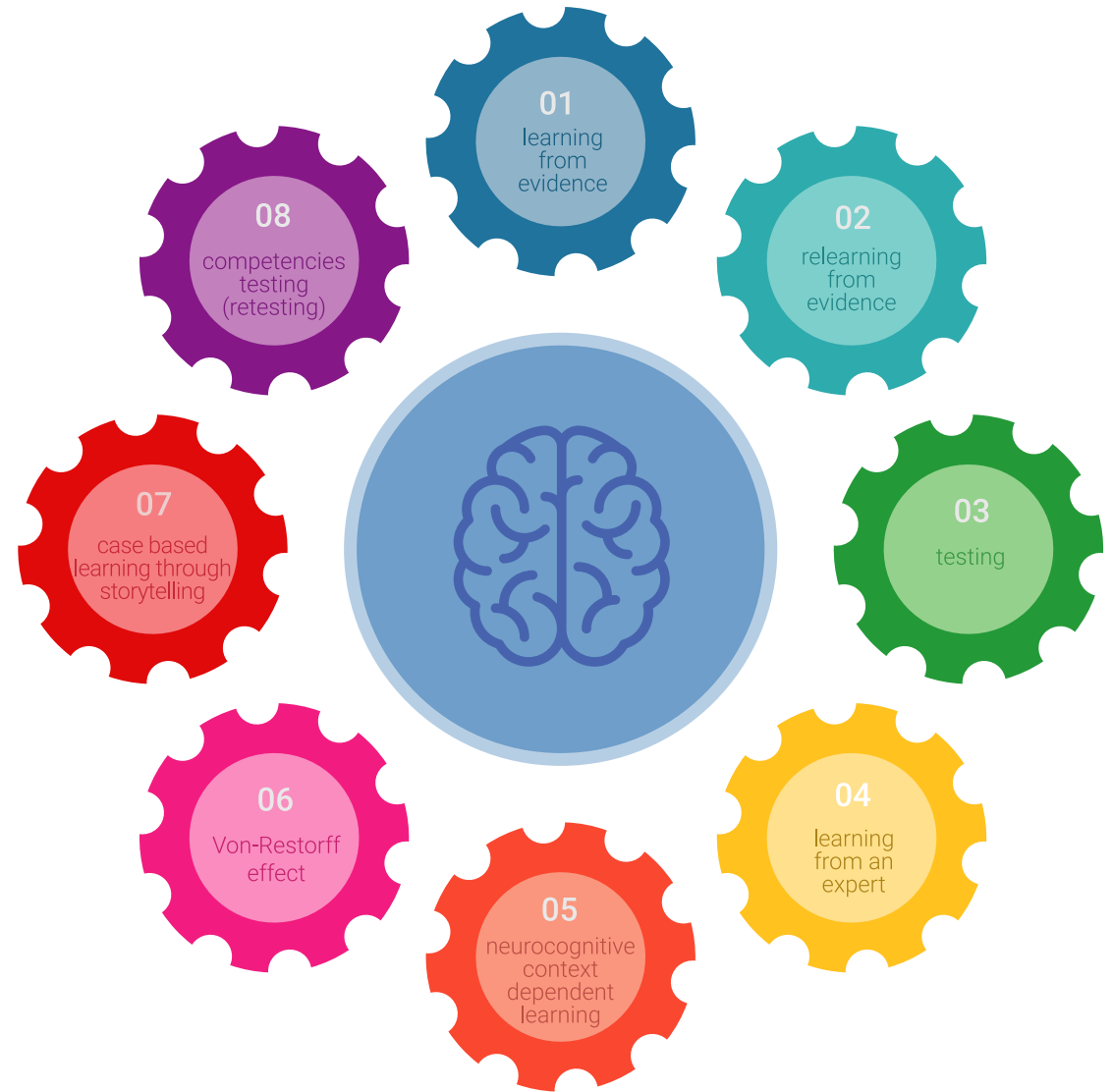
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

This Postgraduate Diploma in School Coexistence in Primary Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 Diploma in School Coexistence in Primary Education** includes the most complete and up-to-date educational program on the market.

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

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

Title: **Postgraduate Diploma in School Coexistence in Primary Education**

Official N° of Hours: **600 h.**



*Apostille Convention. In the event that the student wishes to have their paper certificate issued with an apostille, TECH EDUCATION 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
development language
virtual classroom



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