

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 Global University
- » Credits: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/psychology/postgraduate-certificate/school-mediation-tool-inclusion

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01

Introduction

Mediation is the most instructive way to deal with problems that arise in the educational environment. It does not try to solve them by means of punishment, but by bringing both parties together and reaching a common ground. Even so, it is a technique that presents certain difficulties. Since, normally, when there is a conflict, the two parties do not want to sit down and talk. Therefore, it is essential that teachers or professionals who carry out mediation have a perfect knowledge of mediation techniques. This course is based on this idea, which defines the concept of mediation, its characteristics, the phases of the process and the most commonly used models. Contents that, in turn, will be available in an online mode and without timetables, thus favoring personal and work balance.



“

This program gathers the most current mediation techniques, contrasted by professionals in the field. That you will be able to implement directly in your workplace”

Mediation is not only a technique for solving current problems. It is also a very effective way of teaching young people the benefits of dialogue and empathy as a way of dealing with conflicts. Thus fostering the creation of inclusive educational environments.

For this reason, it is so important that teachers and other professionals in the educational field acquire the knowledge contained in this Postgraduate Certificate. That begins with a definition of the concept of conflict, the enumeration of the psychological aspects and its contextualization in the classroom.

Following this, the characteristics and principles on which mediation is based are explained. As well as its legislative aspects and the different models: traditional, narrative and transformative. To finally, delve in the phases of mediation, their respective techniques and strategies and the specific application in school environments

These contents will be taught in a totally online modality, without timetables and with the syllabus available in its entirety from the first moment. Thus favoring the personal and work balance.

This **Postgraduate Certificate in School Mediation as a Tool for Inclusion** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The development of case studies presented by experts in school mediation
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



TECH teachers will help you to know what kind of conflicts have the necessary characteristics to be taken to mediation"

“

This Postgraduate Certificate is the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in School Mediation as a Tool for Inclusion, you will obtain a certificate from TECH Global University"

Throughout the program you will learn about the regulations concerning mediation so that you always act within the margins of the law.

By taking this program you will acquire very useful tools to generate inclusive educational environments in your field of action.

The program's teaching staff includes professionals from the field who contribute their work experience to this educational 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 immersive education programmed to learn 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 during the academic year. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.



02

Objectives

Graduates of the Postgraduate Certificate in School Mediation as a Tool for Inclusion will have acquired the necessary knowledge to apply mediation as a problem-solving technique. The ultimate goal is to create inclusive educational environments. To this end, the most current models and phases of mediation will be studied in depth. That will allow them to acquire fluency and experience when putting this technique into practice.



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The hope for a more respectful and egalitarian society lies in education. Enroll and start imparting the value of inclusion to the youngest”



General Objectives

- Know the advantages that mediation provides when solving problems in the school environment
- Understand mediation as a way of generating inclusive environments
- Practice the most useful mediation techniques





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



Practice school mediation through practical cases presented by professionals who work daily in conflict resolution"

03

Course Management

The teaching staff is made up of professionals with extensive academic experience. Therefore, they have first-hand knowledge of the latest research and studies related to school mediation. As well as the most useful techniques. This way, the student will be able to know the particularities of the daily work in conflict resolution and apply them in their centers.





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If, once you have completed the program, you have any questions related to the day-to-day work of the profession, TECH's teachers will have no problem in giving you an answer"

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
- ♦ Department Supervisor Officer. Valencian Government
- ♦ Social Educator of the Intervention Team of Basic Primary Care of Social Services City Council of Alcoy
- ♦ Official Expert (family and minors). Family Courts, Juvenile Prosecutor's Office
- ♦ Interim Social Educator. Valencian Government
- ♦ Intervention Technician in Family Foster Care. Trama Center Association, Alicante
- ♦ Coordinator of Foster Care Intervention Center, Alicante
- ♦ Director of the Master's Degree in Inclusive Education for Children in Social Risk Situations
- ♦ Degree in Pedagogy. University of Valencia
- ♦ Diploma in Social Education. University of Valencia
- ♦ Diploma in Intervention with Families at Risk and Minors with Antisocial Behavior. University of Valencia
- ♦ Specialization Diploma in Intervention and Therapeutics in N.E.E. and Socio-educational Needs. Official College of Pedagogues and Psychopedagogues of the Valencian Community
- ♦ Official College of Pedagogues and Psychopedagogues of the Valencian Community. Official Expert (family court, minors)
- ♦ Teacher of Career Training for Employment. Servef Center
- ♦ University Certificate in Family and School Mediation San Vicente Mártir Catholic University
- ♦ University Expert in Social Inclusion and Inclusive Education. CEU Cardenal Herrera University
- ♦ Postgraduate Diploma in "Intervention with at-risk families and children with antisocial behavior"

Professors

Ms. Tortosa Casado, Noelia

- ♦ Foster Care Coordinator of Alicante
- ♦ Foster Care Coordinator of Alicante. Trama Center Association
- ♦ Manager at Movo social surveys
- ♦ Professor Department of Education
- ♦ Collaborator University of Alicante
- ♦ Vice-Director. O'Belen International Foundation
- ♦ Social Worker of the adoption assessment team. Eulen Group
- ♦ Social Worker of the technical team for minors. Department of Justice
- ♦ Social Worker at the 24-hour Women's Center. Lonerson t-Shirt
- ♦ Degree in Social Work. University of Alicante
- ♦ Master's Degree in Secondary Education. Miguel Hernández University of Elche
- ♦ Master's Degree, Intervention and diagnosis with minors at social risk "Cum Laude". University of Alicante
- ♦ Postgraduate Certificate in Social Work, minors at social risk. University of Alicante

Ms. Pérez López, Juana

- ♦ Pedagogue expert in Child Development and Early Care
- ♦ Director of the Anda Conmigo Centers. Child therapy center. Early Care
- ♦ Production in Pedagogical Reeducation. Autonomous

Ms. Antón Ortega, Patricia

- ♦ Specialist in child abuse and cognitive-behavioral therapy
- ♦ Psychologist at CIAF Family Foster Care Intervention Center of Alicante
- ♦ Postgraduate Certificate in Social Work and Degree in Psychotology
- ♦ Postgraduate degree in clinical psychopathology and in foster care and adoption
- ♦ 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. Beltrán Catalán, María

- ♦ Pedagogue and therapist at Oriéntate María
- ♦ Founder and Co-Director of the Spanish PostBullying Association
- ♦ PhD Cum Laude in Psychology Cum Laude from the University of Cordoba
- ♦ Winner of the Youth Award for Scientific Culture 2019, granted by the Spanish National Research Council (CSIC) and the City Council of Seville

Ms. Chacón Saiz, 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
- ♦ Pedagogical Advisor / Children and Primary School, School Material. Editorial Teide
- ♦ Pedagogue. Center for Child Development and Early Attention, AIDEMAR
- ♦ Degree in Pedagogy. University of Murcia
- ♦ Master's Degree in Child Development and Early Childhood Care. University of Valencia
- ♦ Early detection of early childhood difficulties, Risk assessment
- ♦ neuromotor and treatment plan design. Psychopraxis
- ♦ Judicial expert on families and minors. Official College of Pedagogues and Psychopedagogues of the Valencian Community
- ♦ Certificate of Professionalism in Teaching for Employment Training. Ministry of Education
- ♦ Certificate in Learning Difficulties and Behavior Disorders, Pedagogy. University of Murcia
- ♦ University Expert in didactics of language, reading and writing for children and primary school, Education. CEU Cardenal Herrera University

Dr. Carbonell Bernal, Noelia

- ♦ Educational Guidance Counselor at the Educational Department 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 San Antonio of Murcia Catholic University
- ♦ Teacher - UNIR Degree in Primary Education
- ♦ Professor of the Degree in Early Childhood Education at the VIU
- ♦ Member of the Teaching Staff at Camilo José Cela University

Ms. Antón Ortega, Noelia

- ♦ Therapeutic Pedagogue
- ♦ Special Education Teacher in the Preschool and Primary School Miguel Hernandez
- ♦ Therapeutic Pedagogue
- ♦ Postgraduate in Special Education Teacher
- ♦ Master in Neuropsychology and Education
- ♦ Training in ASD, ABN algorithm, ICT in the classroom, bullying, education by competences, emotional intelligence and child abuse, among others



04

Structure and Content

The content of the Postgraduate Certificate in School Mediation as a Tool for Inclusion begins with a theoretical description of mediation. Detailing the factors involved in the emergence of conflict in the classroom. To, later, delve into all the practical elements that the professional needs to master. Explained in a way that can be implemented directly in schools.



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Learning to use the techniques proposed in this program will allow you to work in a much more relaxed and proactive environment"

Module 1. School mediation as a tool for inclusion

- 1.1. Introduction
- 1.2. Conflicts in the Educational Environment
 - 1.2.1. Conceptualization of Conflict
 - 1.2.1.1. Theorizing About Conflict
 - 1.2.1.2. Types of Conflicts
 - 1.2.1.3. Psychological Aspects of Conflict
 - 1.2.2. The Conflict in the Classroom
 - 1.2.2.1. School Climate
 - 1.2.2.2. Why Do Conflicts Arise in the Classroom?
 - 1.2.2.3. Types of Conflict in the Classroom
 - 1.2.2.4. Conflicts that Can Be Mediated
 - 1.2.3. The Importance of Communication and Dialogue
- 1.3. Mediation and School Mediation
 - 1.3.1. Concept of Mediation
 - 1.3.3.1. Legislative Aspects
 - 1.3.2. Models of Mediation:
 - 1.3.2.1. The Traditional Model
 - 1.3.2.2. The Narrative Model
 - 1.3.2.3. The Transforming Model
 - 1.3.3. School Mediation
 - 1.3.3.1. Evolution of School Mediation
 - 1.3.3.2. Main Features
 - 1.3.3.3. Principles of School Mediation
 - 1.3.3.4. Pedagogical Dimension and Benefits of Mediation



- 1.4. Phases of School Mediation
 - 1.4.1. Pre-mediation
 - 1.4.1.1. Techniques and Strategies
 - 1.4.2. Entrance
 - 1.4.2.1. Techniques and Strategies
 - 1.4.3. Tell Me About It
 - 1.4.3.1. Techniques and Strategies
 - 1.4.4. Situating the Conflict
 - 1.4.4.1. Techniques and Strategies
 - 1.4.5. Search for Solutions
 - 1.4.5.1. Techniques and Strategies
 - 1.4.6. The Agreement
 - 1.4.6.1. Techniques and Strategies
- 1.5. The Implementation of school Mediation Programs
 - 1.5.1. Program Types
 - 1.5.2. Program Implementation and Equipment Selection
 - 1.5.2.1. Mediator Training
 - 1.5.3. Organization, Coordination and Monitoring
 - 1.5.4. Program Assessment
 - 1.5.4.1. Assessment Criteria
- 1.6. Other Conflict Resolution Techniques

“ *The Relearning methodology proposed by TECH allows learning to be carried out without the need to dedicate excessive hours to study*”



05

Methodology

This academic program offers students 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 we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

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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. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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 the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

The psychologist 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).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for 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 specialists who teach the course, specifically for the course, so that the teaching content is highly 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.



Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



Interactive Summaries

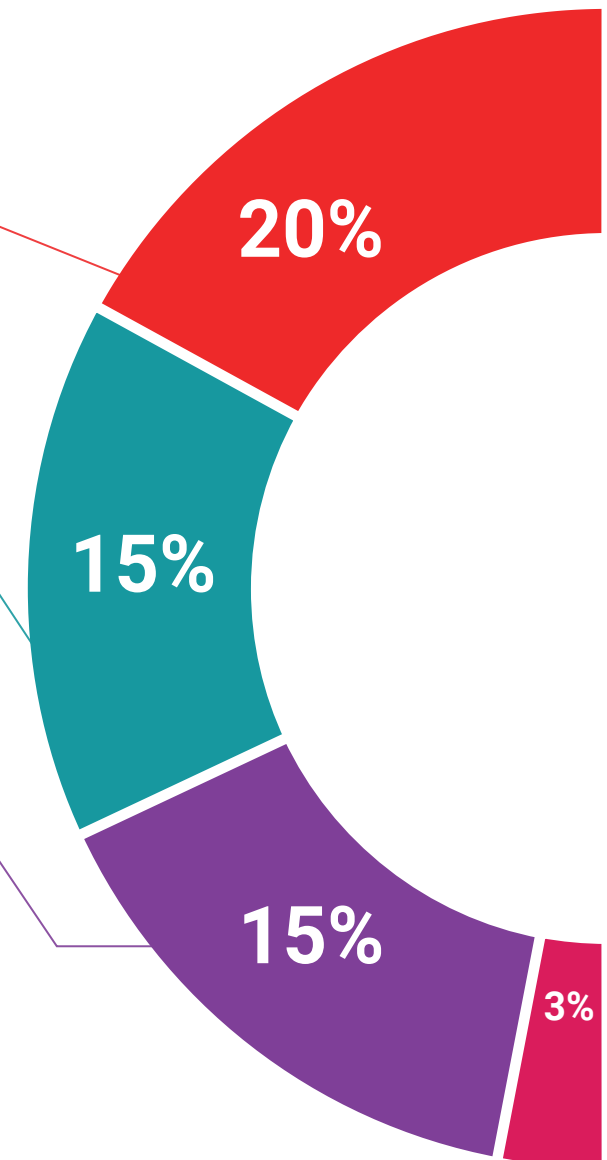
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

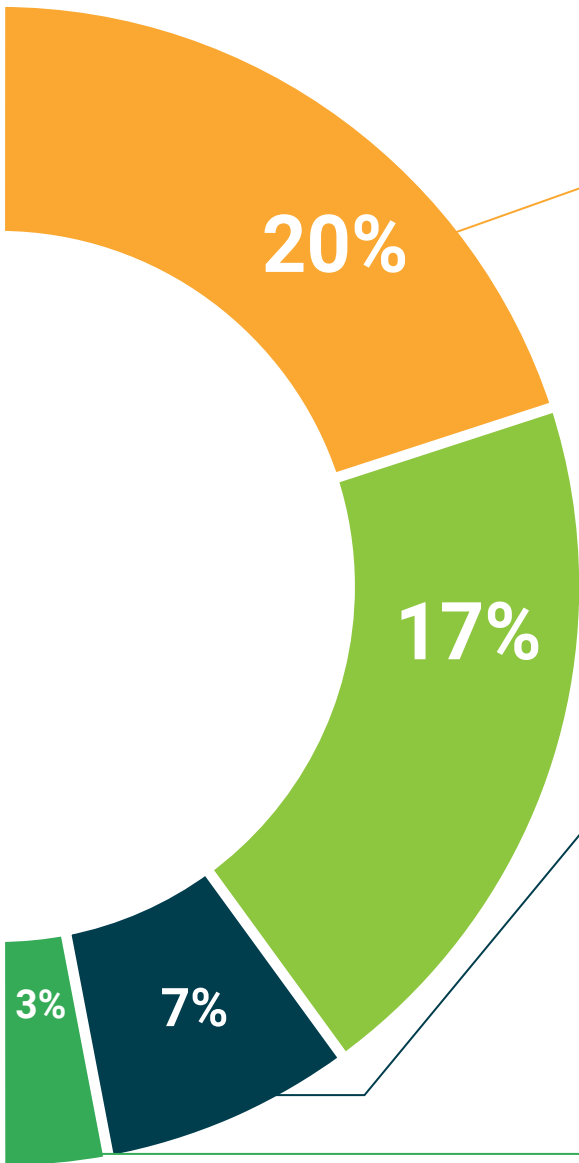
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 their 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 Global University.





“

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

This program will allow you to obtain your **Postgraduate Certificate in School Mediation as a Tool for Inclusion** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

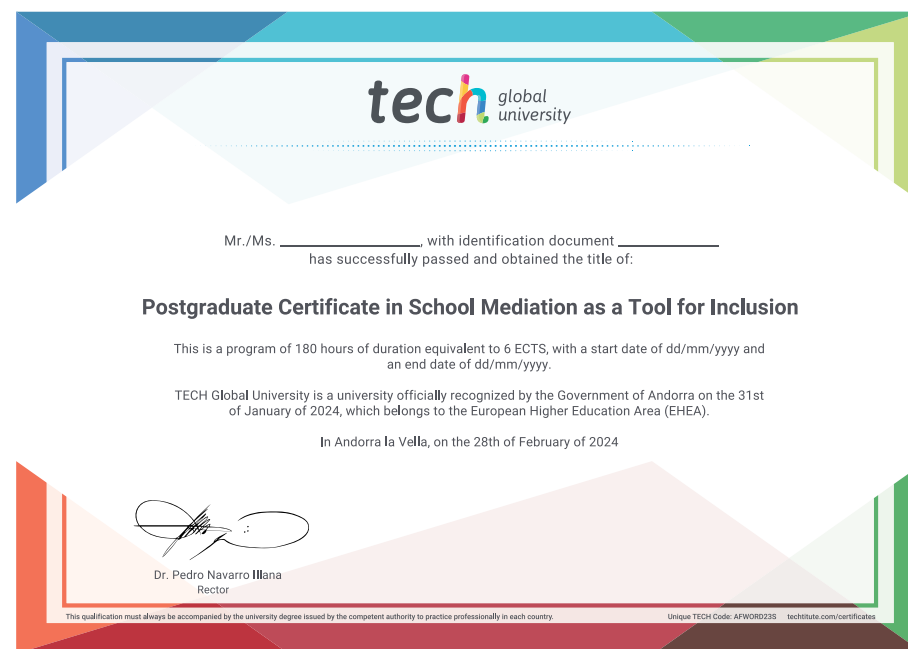
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in School Mediation as a Tool for Inclusion**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**



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

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



Postgraduate Certificate School Mediation as a Tool for Inclusion

- » Modality: online
- » Duration: 6 weeks
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- » Credits: 6 ECTS
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