Postgraduate Diploma

Educational Counseling and Mentoring in Pre-School Education

tech technological university

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Postgraduate Diploma

Educational Counseling and Mentoring in Pre-School Education

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

Website: **www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-educational-counseling-mentoring-pre-school-education**

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01

Introduction

Educational Counseling has become the axis of education, either with specific and personalized actions, such as tutoring, or in the learning process itself. Therefore, it is of vital importance that all the agents related to the student are involved in the guidance process: educational community, family and society.

The teacher's job goes beyond teaching concepts and subjects; knowing how to guide students is essential for their future"

Teachers are one of the people who spend the most time with children and, therefore, their relationship with them is essential for their educational development and they are the ones who can best guide them in their education, although in this area the family and the rest of the educational community play a fundamental role.

At TECH Technological University, it is possible to follow a program that helps teachers to acquire the necessary skills for Educational Counseling and Mentoring, more personalized spaces in which students can show their concerns without any fear of comparison. Specifically, the program of this Postgraduate Diploma covers from the relationship between family, school and society, to education inside and outside the classroom, without neglecting the strong point of this program, which is Educational Counseling and Mentoring.

This program is distinguished by the fact that it can be taken in a 100% online format, adapting to the needs and obligations of students, in an asynchronous and completely self-manageable manner. Students 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 dedicated to it.

The order and distribution of the subjects and their units is specially designed to allow each student to choose their own schedule and self-manage their time. For this purpose, you will have at your disposal theoretical materials presented through enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes and case studies, where you will be able to evoke knowledge in an orderly manner and work on decision making that demonstrates your high-level education within this field of teaching.

A higher-level program aimed at those students who wish to surround themselves with the best and compete to excel in their profession, not only as a personal matter, but also with the main objective of wanting to make a difference in the education of their students.

This **Postgraduate Diploma and Educational Counseling and Mentoring in Pre-School 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 field of study, where the student will evoke in an orderly manner the knowledge learned and demonstrate the acquisition of the 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 pre-school education teacher
- Practical exercises where the students undergo the self-assessment process to improve learning, as well as activities at different skill levels
- Special emphasis on innovative methodologies and teaching 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

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"

Immerse yourself in the study of this complete program in which you will find everything you need to acquire a higher professional level and compete with the best"

We offer you the best teaching methodology with a multitude of practical cases so that you can develop your study as if you were facing real cases.

Continue your studies with us and you will notice how, day by day, you are able to get involved in the education of your students.

Its teaching staff includes professionals belonging to the field of Teacher Education, who bring to this program 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 allow professionals to learn in a contextual and situated learning environment, i.e., a simulated environment that will provide immersive education programmed to prepare in real situations.

The design of this program focuses on Problem-Based Learning, by means of which teachers must try to solve the different professional practice situations that are presented to them throughout the program. For this purpose, they will be assisted by an innovative interactive video system developed by recognized experts in the field of career orientation and guidance with extensive teaching experience.

02

Objectives

The Postgraduate Diploma in Educational Counseling and Mentoring in Pre-School Education is oriented toward developing in the students the skills required for the exercise of their profession. For this purpose, TECH Technological University offers the most complete educational program from the hand of the main experts in the field.

Our goal is to achieve academic excellence and to help you achieve it with our excellent methodology"

General Objectives

- Develop the teacher's skills to assist students in the field of Educational Counseling
- Manage the relationship between the family and the educational community, with the objective of achieving benefits for the students

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 tools to differentiate between programmed (school) and spontaneous (family) education
- Analyze the different types of education, including formal and informal education
- Analyze the role of the media in communication 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

- Educate people as autonomous, protagonists of their own educational process and capable of continuing their own life project requires the current school to understand education and guidance as synonyms and traveling companions
- 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 counseling and mentoring 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 in and out of the Classroom

- Analyze the current situation in educational centers with respect to coexistence
- Identify the different models to establish a good coexistence inside and outside the classroom
- Identify 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
- Understanding how media and technology work in schools

Module 4. Teaching and Learning in the Family, Social and School Context

- Deal with intercultural diversity in the classroom starting from a theoretical journey that will serve to contextualize the subject and understand at what point we are in our classrooms, and to know what this increasingly common intercultural reality is
- Provide the educational skills and competencies adapted to the intercultural classroom
- Understand and identify diversity in the classrooms
- Make adaptations to the syllabus
- Know the dynamics for integrating equality into the classroom

03

Structure and Content

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

We offer you the best content to qualify 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
- 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 Relationship
- 1.2.3. The School and the Information Society
- 1.2.4. The Role of the Media

1.3. The Educating Family
- 1.3.1. Main Dimensions in the Study of Socialization
- 1.3.2. Agents of Socialization
- 1.3.3. The 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 for Parents
- 1.5.1. Communication with the Families
- 1.5.2. The School for Parents
- 1.5.3. Program of a School of Parents
- 1.5.4. The 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. The Family as a Social System
- 1.6.4. Discipline in the Family
- 1.6.5. Family Education Styles

1.7. The Media and Educational Influence
- 1.7.1. Media Culture
- 1.7.2. Education through Media

1.8. Family Counselling
- 1.8.1. Educational Counselling
- 1.8.2. Educating in Social Skills and in Childhood

1.9. Social Change, School and Teachers
- 1.9.1. An Evolving Economy
- 1.9.2. Networked 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 Others
- 1.10.3. Teaching Is Learning to Teach
- 1.10.4. "Every Teacher Has Their Own Little Book"
- 1.10.5. Students at the Center of Motivation
- 1.10.6. Whoever Leaves the Classroom Does Not 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 Mentoring Action Plan and its Application
- 2.2.1. Definition and Composition of the Mentoring 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
- 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
- 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 in and out of the Classroom

3.1. School Coexistence
- 3.1.1. Definition of Coexistence
- 3.1.2. Models on School Coexistence
- 3.1.3. Development of Basic Skills for Good Coexistence
- 3.1.4. School Spaces for Coexistence

3.2. Coexistence and Equality plan
- 3.2.1. The 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. Actions of the Coexistence and Equality Plan
- 3.2.5. Evaluation of the Monitoring 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 It
- 3.3.4. Guidelines for Detecting Situations of Discrimination

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. Forms of Positive Conflict Resolution

3.5. Preventive Strategies and Intervention Techniques
- 3.5.1. School Conflict Prevention Programs
- 3.5.2. Negotiation at School
- 3.5.3. School Mediation
- 3.5.4. Intervention in Cases Detected

3.6. Family and School
- 3.6.1. Family and School Relationship
- 3.6.2. Influence of the Family on School Coexistence
- 3.6.3. Conflict Between the Family and the Education Center
- 3.6.4. Action Protocol for School Conflict
- 3.6.5. Recommendations 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 for Coexistence
- 3.7.3. Influence of ICT on School Conflict
- 3.7.4. Cyber Risks in the Student Body
- 3.7.5. Educational Tools for the Responsible Use of ICT

3.8. Teacher Professional Development Programs
- 3.8.1. Learning by Doing
- 3.8.2. Principles Guiding 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. Program Evaluation and Program Improvement
- 3.8.7. Feedback through Technologies

3.9. Towards Excellence in Teachers' Professional Development
- 3.9.1. Premises and Basic Principles of Teacher Professional Development
- 3.9.2. The Ingredients for Excellence
- 3.9.3. Some Policy Suggestions

3.10. In-service Teacher Training: Motivations, Achievements and Needs
- 3.10.1. Concept of Lifelong Learning
- 3.10.2. The Teacher as an Object of Research
- 3.10.3. Methodological Approach
- 3.10.4. Motivations for Continuing Education Activities
- 3.10.5. Level of Participation in Training Activities
- 3.10.6. Fields in which Training is Most in Demand

Module 4. Teaching and Learning in the Family, Social and School Context

4.1. Characteristics of School Diversity
- 4.1.1. Introduction and Objectives
- 4.1.2. Diversity and Attention to Diversity. Types of Diversity
- 4.1.3. Diversity in Different Contexts: In School, in the Family and in Society
- 4.1.4. Current Context of the Inclusive School
- 4.1.5. From School Diversity to Discrimination Within the Classroom
- 4.1.6. Bibliographical References

4.2. Intercultural Education to Promote Equity
- 4.2.1. Introduction and Objectives
- 4.2.2. Intercultural Education Concept
- 4.2.3. Definition and Factors of Equity
- 4.2.4. Training in Intercultural Education for Teachers and the Educational Community
- 4.2.5. Intercultural Classrooms: Challenges for the Education Center With Regards to Diversity
- 4.2.6. Bibliographical References

4.3. Discrimination in the Classroom: Characteristics and Concrete Situations
- 4.3.1. Introduction and Objectives
- 4.3.2. Discrimination in the Contexts of Learning
- 4.3.3. Legal Concept of Discrimination
- 4.3.4. Types and Situations of Discrimination
- 4.3.5. Sociocultural Factors of Discrimination
- 4.3.6. Bibliographical References

4.4. Teaching and Learning Strategies in the Face of Discrimination
- 4.4.1. Introduction and Objectives
- 4.4.2. Welcoming Processes in the Different Educational Stages
- 4.4.3. Dynamics for Promoting Equality in the Classroom

4.5. Family and Social Influences in the Teaching and Learning Processes
- 4.5.1. The Importance of Design in Educational Spaces
- 4.5.2. Prevention Tools and Teaching Resources for Dealing With Discrimination
- 4.5.3. Intervention Strategies
- 4.5.4. Bibliographical References

4.6. Family and Social Influences in the Teaching and Learning Processes
- 4.6.1. Introduction and Objectives
- 4.6.2. Discrimination in the Social Context: Society as an Agent of Discrimination (or Not) of Minors
- 4.6.3. The Role of the Family as Facilitator of Intercultural Education
- 4.6.4. Relationship Between the Education Center and the Families Belonging to Minority Cultures
- 4.6.5. Family Variables and Academic Performance of their Children
- 4.6.6. Bibliographical References

4.7. Family and School: Both a Necessary and Complex Relationship
- 4.7.1. Importance of the Family-Education Center Relationship
- 4.7.2. Mutual Demands

4.8. Family and School Pathway to Collaboration and Communication
- 4.8.1. Contact Channels between Schools and Families
- 4.8.2. Strategies to Increase School Capacities
- 4.8.3. Strategies for Empowering and Engaging Parents Effectively

4.9. Educational Function of Families
- 4.9.1. Behavioral Styles of Parents
- 4.9.2. Adaptation Period in the Educational Center
- 4.9.3. Parent-Teacher Relationship

4.10. Discrimination in Schools
- 4.10.1. Types and Situations of Discrimination
- 4.10.2. Sociocultural Factors of Discrimination
- 4.10.3. 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.

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:

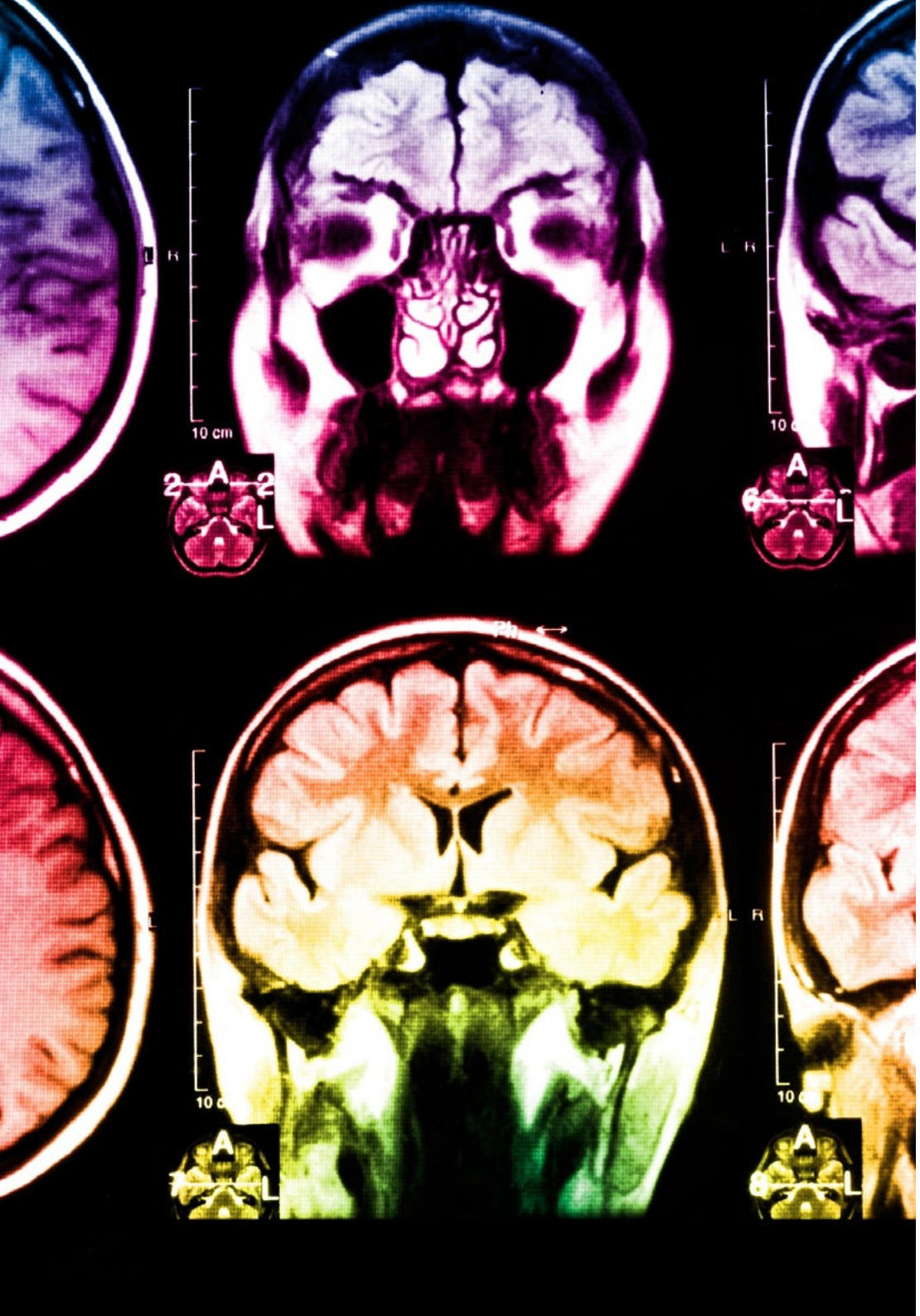
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

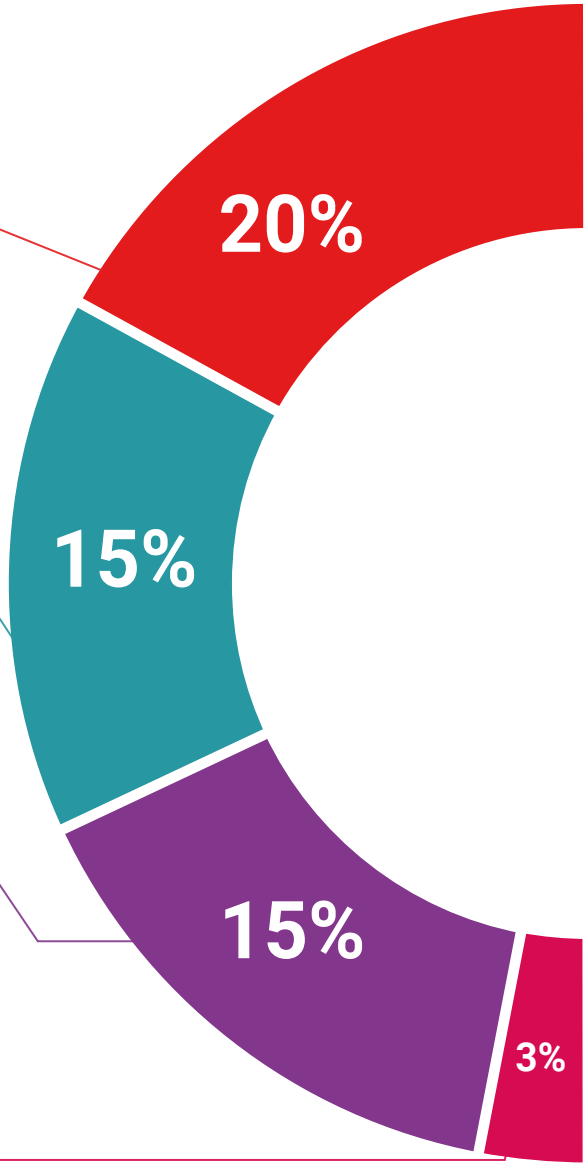
Interactive Summaries

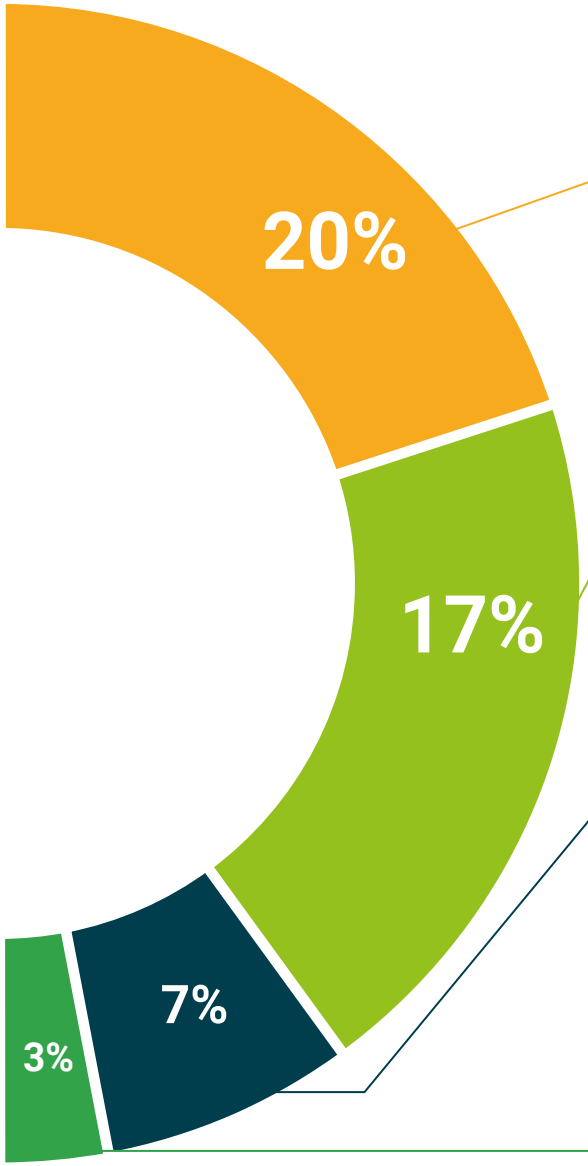
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Counseling and Mentoring in Pre-School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.

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

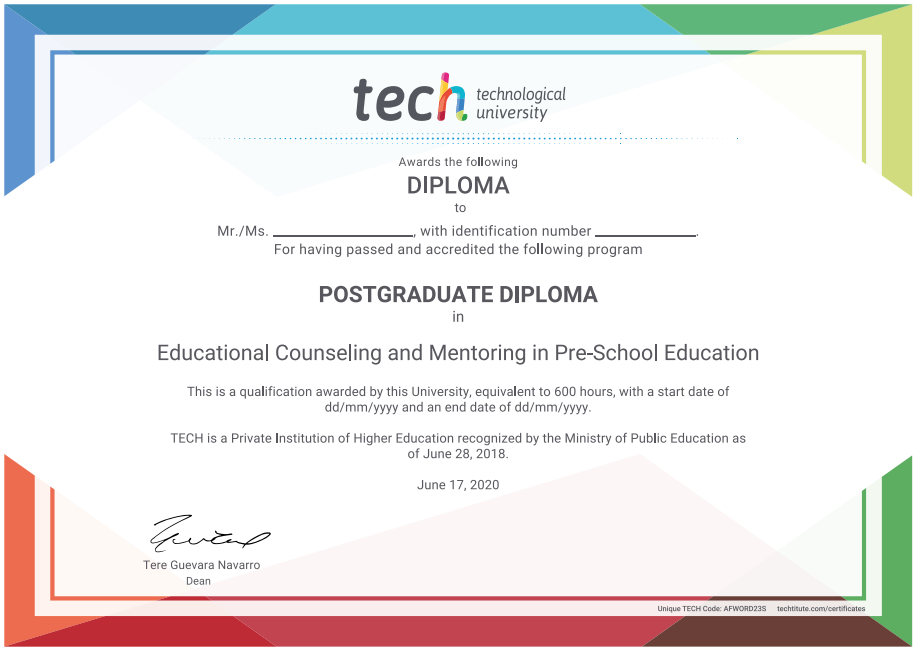
This **Postgraduate Diploma in Educational Counseling and Mentoring in Pre-School Education** contains the most complete and up-to-date program on the market.

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

The diploma 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 Educational Counseling and Mentoring in Pre-School Education**

Official Nº of Hours: **600 h.**


tech technological university

Awards the following

DIPLOMA

to

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

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Educational Counseling and Mentoring in Pre-School Education

This is a qualification awarded by this University, equivalent to 600 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

June 17, 2020

Tere Guevara Navarro
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates

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

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