Postgraduate Diploma
Management of Bilingual Education in Pre-School and Primary Education

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Postgraduate Diploma
Management of Bilingual Education in Pre-School and Primary 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-management-bilingual-education-pre-school-primary-education**

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01

Introduction

The benefits of Bilingual Education are expressed in a significant development of the child's cognitive skills in the use of a second language, mainly English. Thanks to curricular adaptation, it has been possible to Implement teaching and pedagogical tools in the classrooms through which the student can continue their educational progress while improving their language skills.

TECH's program focuses on this area, on the management and adaptation of the centers that want to carry out bilingual teaching. Therefore, through a 100% online program you will be able to learn in detail the successful academic actions in the teaching environment and implement them in your daily practice.

A program based on innovative education and with which you will stand out in the school environment due to the design of state-of-the-art bilingual syllabus"

More than one billion people in the world speak English. In addition, the command of this language has become a fundamental requirement in the selection processes of the best companies. Numerous investigations carried out by specialists in the field of pedagogy have determined that children are more easily able to handle a new language than adults because their neural networks are developing and they have a greater predisposition to knowledge and learning. For this reason, projects related to bilingual education and focused on satisfying the very high demand for professionals who are fluent in English have multiplied in recent years, allowing schools to offer education based on the vehicular language in combination with secondary education.

And in order for the teacher to be able to get up to date on the organizational and control guidelines in the center to carry out successful language plans, TECH has designed the Postgraduate Diploma in Management of Bilingual Education in Pre-school and Primary, a program at the forefront of pedagogy that includes the best strategies to implement the most innovative and sophisticated bilingual models in your center. This is an academic program developed over 6 months in which the graduate will be able to delve into the latest developments in Education and in the coordination of teams for teaching in English and Spanish.

All this 100% online and making use not only of the most complete, dynamic and exhaustive syllabus, but also of hours of high-quality additional material: detailed videos, research articles, complementary readings, images, diagrams and much more! This is, therefore, a unique opportunity to lead a state-of-the-art learning project that will take your teaching to the highest level through the implementation of bilingualism in your Pre-school and Primary classes.

This **Postgraduate Diploma in Management of Bilingual Education in Pre-School and Primary Education** contains the most complete and up-to-date educational program on the market. The most important features include:

- Over 75 cases presented by experts in bilingual early childhood education
- 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
- Methodological and application innovations in bilingual pre-school education
- It contains practical exercises where the self-assessment process can be carried out to improve the Interactive learning system based on the decision making process on the situations presented
- All of this will be complemented by 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

Through a thorough knowledge of the principles of bilingualism, you will be able to define academic strategies based on the pedagogical techniques that are achieving the best results today"

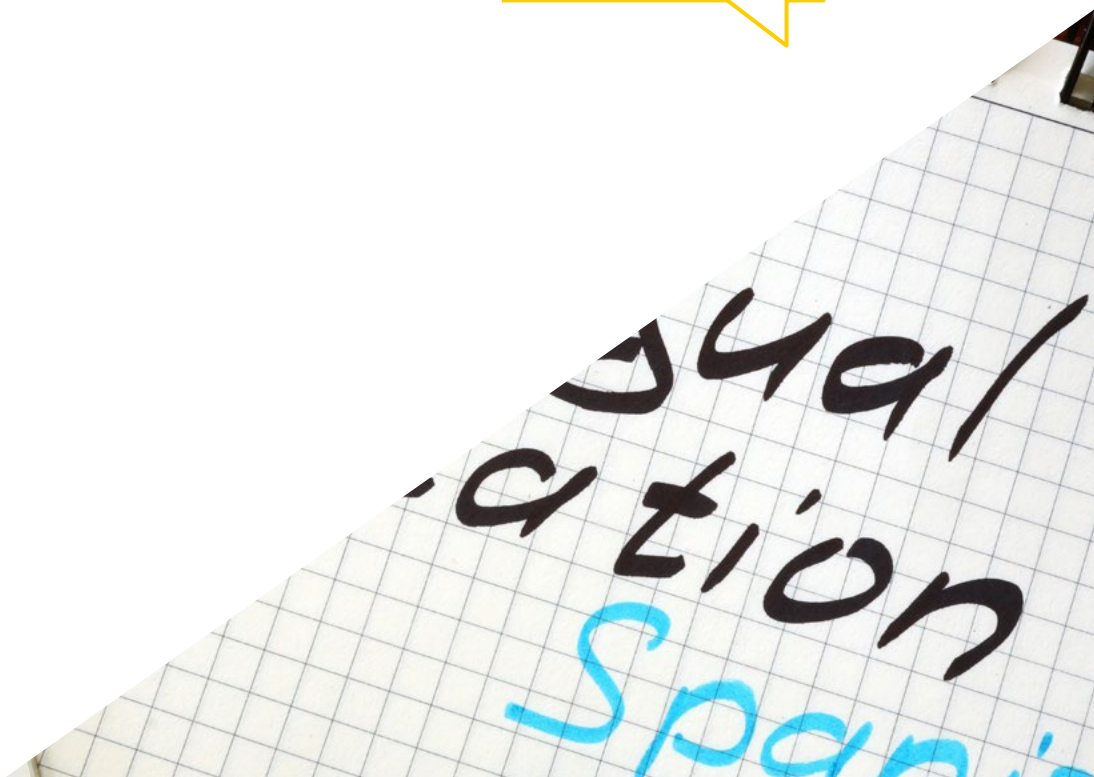
A program that will introduce you to Neuroeducation and bilingualism as the keys to teaching through knowledge of current projects in the international environment"

Thanks to the comprehensiveness of this program, you will be able to develop integrated curricula based on the most innovative guidelines for bilingualism in the classroom.

The program includes, in its teaching staff, professionals from the sector who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

Its 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 education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professional must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.



02

Objectives

Creating educational environments that combine the practice of the mother tongue with English has become a widespread practice around the world, thanks to which more and more children learn to master this language earlier. For this reason, TECH has developed a program that will allow the education professional to effectively and innovatively manage a bilingual transformation project in the center of which they form part, through the knowledge of the best guidelines for effective organization and the implementation of the most innovative teaching technology in the classrooms of their center.

A program that will also help you to promote English in the attention to diversity and in classrooms where special educational needs plans are being carried out"

General Objectives

- Provide theoretical and practical training in the different areas related to teaching within a bilingual model based on a CLIL methodology
- Know the legislative framework that regulates the teaching of languages, as well as the teaching of those subjects that can be taught in a second foreign language in Pre-school and Primary School and in this way apply this legislative framework when elaborating educational programs
- Know the theoretical, methodological and practical foundations of teaching English as a foreign language

Have you been wanting to create a bilingual learning and communication environment for a long time, but don't know the guidelines to make it effective? Enroll in this program and you will learn how to do it with guaranteed success"

Specific Objectives

Module 1. Principles of Bilingualism

- Analyze the main aspects related to the methodology of teaching a foreign language
- Define the characteristics of written language
- Define the main effective English language teaching techniques and strategies

Module 2. The Organization of a Bilingual Center

- Identify the correct protocol for opening an institution
- Train all staff to make the entire school bilingual
- Create curricula and assessments
- Promote through educational models the language being taught
- Create a purely bilingual education model
- Identify the best institutions and teaching models to replicate them in the organization of a school

Module 3. Successful Educational Practices in Bilingual Education

- Choose the most suitable materials according to the educational objective
- Propose the use of new technologies to promote the learning of a second language
- Define the different types of e-books adapted to different age groups
- Provide teachers with tools for the introduction of drawings and crafts as a method of teaching English

03

Course Management

Not all universities include in their programs the teaching support formed by specialized teams in the field in which the program is developed. However, TECH does. In addition, this university submits the candidates to an exhaustive and demanding analysis, resulting in the creation of the best faculty, made up of experts with a wide and extensive professional experience in the sector, as is the case of this Postgraduate Diploma in Management of Bilingual Education in Pre-School and Primary Education.

The teaching support you will receive with this Postgraduate Diploma will allow you to obtain a critical, realistic and practical vision of the best educational strategies for the management of bilingual projects"

Management

Ms. Puertas Yáñez, Amaya

- Primary School Teacher
- Bilingualism and Internationalization Coordinator at JABY College
- Member of SUCAM (University Sub-network of Learning Communities of Madrid)
- Bachelor's Degree in Information Sciences (UCM)
- Postgraduate Diploma in English as a Foreign Language (UAM)
- Master's Degree in Bilingual Education (UAH)
- Master's Degree in Attention to SEN in Pre-school and Primary Education

Professors

Dr. Gris Ramos, Alejandro

- Specialist in latest technologies for teaching
- Director of Persatrace, web development and digital marketing agency
- Director of Club de Talentos
- Technical Engineer in Computer Management
- Computer Engineer at UNED.
- Master's Degree in E-Commerce and specialist in the latest technologies applied to teaching, Digital Marketing, web application development and Internet business.
- Master's Degree in Digital Teaching and Learning Tech Education

Mr. Moreno Amores, José Francisco

- Professor of Foreign Languages

Ms. García-Vao Bel, María José

- Advisor and teacher trainer in scientific evidences
- Specialist in successful educational actions and dialogic learning, for the inclusive organization of educational centers.
- Degree in Pre-school Education
- Professional Master's Degree in Attention to SEN in Pre-school and Primary Education
- Member of the University Sub-Network of Learning Communities of Madrid (SUCAM) and of the Multidisciplinary Association of Educational Research (AMIE)

GRAMMAR

04

Structure and Content

The quality and prestige that define TECH and place it as one of the best digital universities worldwide has been the result of years of effort and struggle to shape the best 100% online educational programs. In each of them, a team versed in the fields works, which is responsible for selecting not only the theoretical information that makes up the syllabus, but also use cases based on real situations and hours of additional high quality material. Thanks to this, it is possible to offer highly educational experiences in a comfortable and flexible format that facilitates the specialization of the graduate from any place, without schedules and through any device with internet connection.

A curriculum at the forefront of Pre-School and Primary Education with which you will also be able to manage the active participation of families in bilingual learning"

Module 1. Principles of Bilingualism

1.1. Definition and History of Bilingualism
- 1.1.1. Definition of Bilingualism
- 1.1.2. Languages in Contact
- 1.1.3. Definition of Multilingualism
- 1.1.4. Multilingualism in The World
- 1.1.5. Types of Multilingualism

1.2. Models of Bilingualism in Education
- 1.2.1. Bilingualism in Education
- 1.2.2. Models of Bilingual Education
- 1.2.3. Models of Bilingualism in the world
- 1.2.4. Bilingualism in Canada
- 1.2.5. Bilingualism in USA
- 1.2.6. Bilingualism in Spain
- 1.2.7. Bilingualism in Latin America

1.3. The Cultural Dimension of Bilingualism
- 1.3.1. Intercultural Bilingual Education (IBE)
- 1.3.2. The history of the EIB
- 1.3.3. Bilingualism and Cultural Diversity in the Classroom
- 1.3.4. Bilingualism and Cultural Identity

1.4. The Role of Native Language in Bilingual Education
- 1.4.1. Language Acquisition in a Bilingual Context
- 1.4.2. Late Bilingualism and The Mother Tongue
- 1.4.3. The Mother Tongue and Emotions
- 1.4.4. The Mother Tongue in the Classroom
- 1.4.5. Use of Mother Tongue in the Foreign Language Classroom

1.5. Neuroeducation and Bilingualism
- 1.5.1. Bilingual Brain
- 1.5.2. The Age Factor
- 1.5.3. The Quality Factor
- 1.5.4. The Method Factor
- 1.5.5. The Language Factor
- 1.5.6. The Number Factor

1.6. Cummins' Theories on Bilingualism
- 1.6.1. Introduction
- 1.6.2. Linguistic Interdependence Theory
- 1.6.3. The Threshold Hypothesis
- 1.6.4. Additive and Subtractive Bilingualism
- 1.6.5. The importance of the Mother Tongue
- 1.6.6. Language Immersion Programs

1.7. BICS and CALP
- 1.7.1. General Framework
- 1.7.2. Initial Theory
- 1.7.3. Definition of BICS
- 1.7.4. Definition of CALP
- 1.7.5. The Relationship between BICS and CALP
- 1.7.6. Contributions of the Theory
- 1.7.7. Criticisms of the Theory

1.8. Bilingualism in Nursery School
- 1.8.1. Languages in the Pre-School Syllabus
- 1.8.2. Myths about Bilingualism in Early Ages
- 1.8.3. The Place of the Second Language in the Pre-School Classroom
- 1.8.4. Routines
- 1.8.5. Working in Corners
- 1.8.6. Materials and Resources for Teaching English in Pre-School

1.9. Bilingualism in Primary School
- 1.9.1. Languages in the Primary SchoolSyllabus
- 1.9.2. Objectives of Bilingualism in Primary School
- 1.9.3. Bilingual Models in Primary School
- 1.9.4. Pros and Cons of Bilingualism in Primary School
- 1.9.5. The Role of the Environment in Success

1.10. The Role of the Bilingual Teacher
- 1.10.1. The Role of the Bilingual Teacher
- 1.10.2. The Bilingual Teacher as Intercultural Educator
- 1.10.3. Languages and the Bilingual Teacher
- 1.10.4. Training Needs

Module 2. The Organization of a Bilingual Center

2.1. Regulatory Frameworks and External Assessments
- 2.1.1. Bilingual Centers in Spain
- 2.1.2. Bilingual Centers in Madrid
- 2.1.3. Linguistic Qualification
- 2.1.4. External Assessments

2.2. Organization and Structure of Bilingual Centers
- 2.2.1. The English Language Department
- 2.2.2. Organizing Subjects
- 2.2.3. The Characteristics of Bilingual Centers

2.3. The Integrated Curriculum
- 2.3.1. Integrated Language Curriculum
- 2.3.2. Linguistic Project of the Center
- 2.3.3. Guidelines for the Development of the Integrated Curriculum

2.4. Attention to Diversity Special Educational Needs
- 2.4.1. Challenges of Bilingualism in Relation to SEN
- 2.4.2. Bilingualism and Intellectual Disability
- 2.4.3. Bilingualism and Language Disorders
- 2.4.4. Bilingualism and Emotional and Adaptive Difficulties
- 2.4.5. Late Incorporation Into the Bilingual Project
- 2.4.6. Students With Different Mother Tongues

2.5. Native Speaking Assistants/Assistants
- 2.5.1. The Profile of the Conversation Assistant
- 2.5.2. Duties of the Assistant
- 2.5.3. The Role of the Conversation Assistant
- 2.5.4. First Contact and Incorporation
- 2.5.5. Activities That Can Be Performed by the Conversation Assistant

2.6. Coordination of Teaching Teams
- 2.6.1. Formal Educational Coordination Bodies
- 2.6.2. Horizontal and Vertical Coordination
- 2.6.3. Bilingual Project Coordination Scopes and Needs
- 2.6.4. Keys for an Effective Coordination

2.7. Bilingual Project Coordination Duties and Roles
- 2.7.1. Duties of the Coordinator
- 2.7.2. Meetings and Coordination Issues
- 2.7.3. Keys to Coordinate a Work Team
- 2.7.4. Profile of the Coordinator

2.8. Creating a Bilingual Environment for Learning and Communication
- 2.8.1. Everyday Language at the Center
- 2.8.2. Corridors and Common Areas
- 2.8.3. The Classroom Space
- 2.8.4. Faculty and Community Involvement

2.9. Relationship With Families and the Environment
- 2.9.1. Families' Perception of Bilingualism
- 2.9.2. Communication Tools and Their Connection
- 2.9.3. Participation in the Center
- 2.9.4. Home Monitoring and Homework

2.10. Assessment of the Bilingual Project
- 2.10.1. Indicators of Assessment
- 2.10.2. Assessing the Involved Agents
- 2.10.3. Family Assessment
- 2.10.4. External Assessments

Module 3. Successful Educational Practices in Bilingual Education

3.1. Theoretical Framework. Included Project
- 3.1.1. The Included Project
- 3.1.2. Theoretical References
- 3.1.3. Student Grouping and Community Involvement
- 3.1.4. Extended Learning Time

3.2. Background: Learning Communities
- 3.2.1. The Information Society
- 3.2.2. Transformation Phases
- 3.2.3. Sleep
- 3.2.4. Mixed Committees
- 3.2.5. The Project at Present

3.3. Success Factors: the Grouping of Students
- 3.3.1. Heterogeneous Clustering Models
- 3.3.2. Mixed Clustering Models
- 3.3.3. inclusive Clustering Models

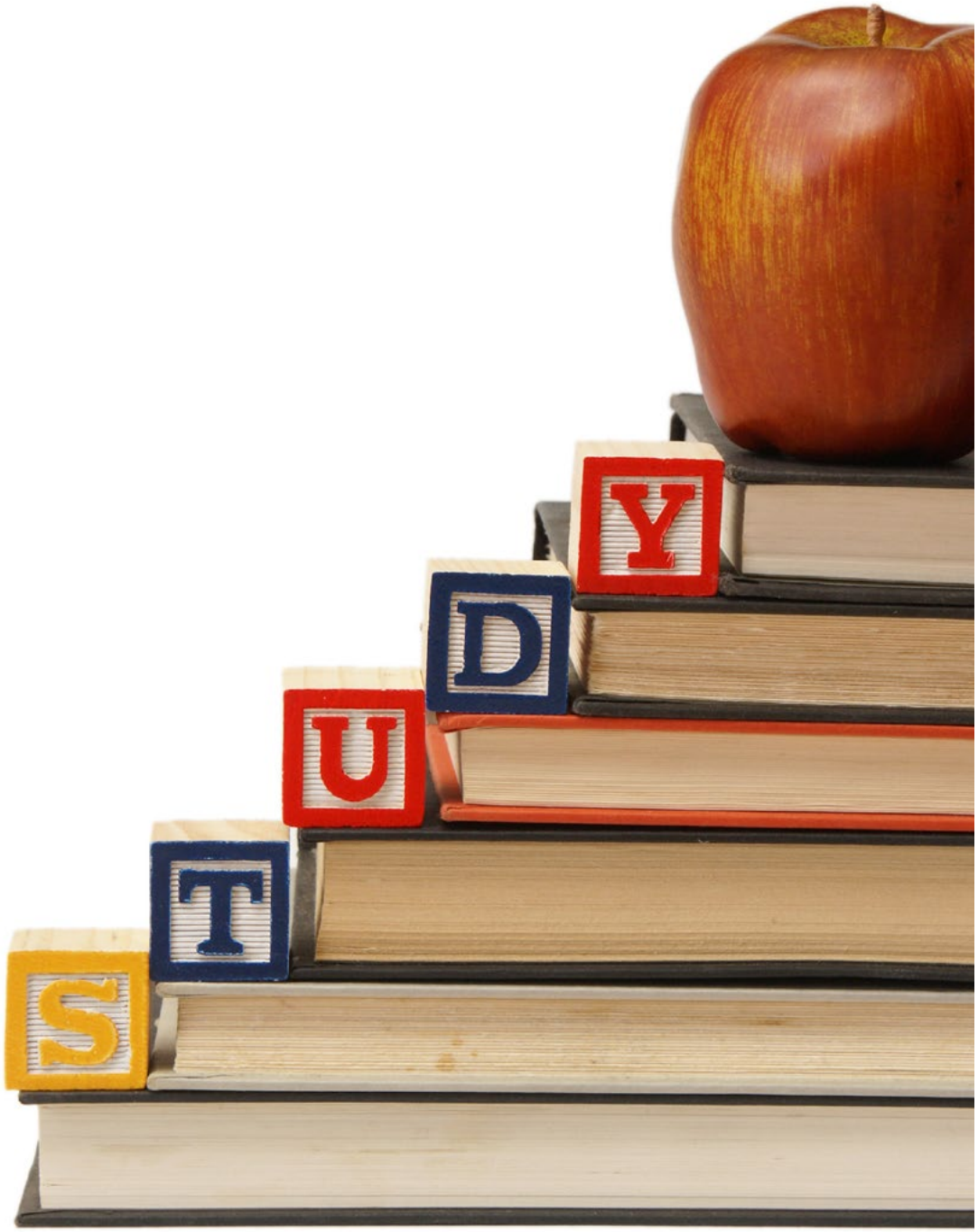
3.4. Success Factors: Participation and Training of Family Members
- 3.4.1. Training Family Members
- 3.4.2. Types of Participation and Their Impact on Success
- 3.4.3. Educational Participation

3.5. Dialogic Learning
- 3.5.1. Equal Dialogue
- 3.5.2. Cultural Intelligence
- 3.5.3. Instrumental Dimension
- 3.5.4. The Creation of Meaning
- 3.5.5. Solidarity
- 3.5.6. Transformation
- 3.5.7. Equality of Differences

3.6. Interactive Groups
- 3.6.1. Description of The Interactive Groups
- 3.6.2. Non-Expert Volunteers
- 3.6.3. The Results of the Interactive Groups
- 3.6.4. The Interactive Groups in the Bilingual Classroom

3.7. Dialogic Interaction and Inquiry
- 3.7.1. The Sociocultural Perspective: Vigotsky
- 3.7.2. Types of interactions
- 3.7.3. Interactions and Identity Building
- 3.7.4. Communicative Acts
- 3.7.5. Dialogic Inquiry

3.8. The Role of Non-Expert Volunteers in the Bilingual Classroom
- 3.8.1. The Role of Volunteers
- 3.8.2. What to do From School?
- 3.8.3. Its Participation in the Assessment
- 3.8.4. Expert or Non-Expert Volunteers



3.9. Dialogic Reading
- 3.9.1. Definition of Dialogic Reading
- 3.9.2. Foundations of Dialogic Reading
- 3.9.3. English Reading Godmothers and Godfathers
- 3.9.4. Accompanied Reading

3.10. Dialogic Literary Gatherings in the Bilingual Classroom
- 3.10.1. The Origin of Dialogic Literary Gatherings
- 3.10.2. Interactions That Speed Up Reading
- 3.10.3. The Classics in Pre-School and Primary School
- 3.10.4. The Functioning of the Discussion Group

Don't think twice and opt for a program thanks to which you will achieve excellence in bilingual teaching through effective and innovative management of your center, becoming a reference in the sector"

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.

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:

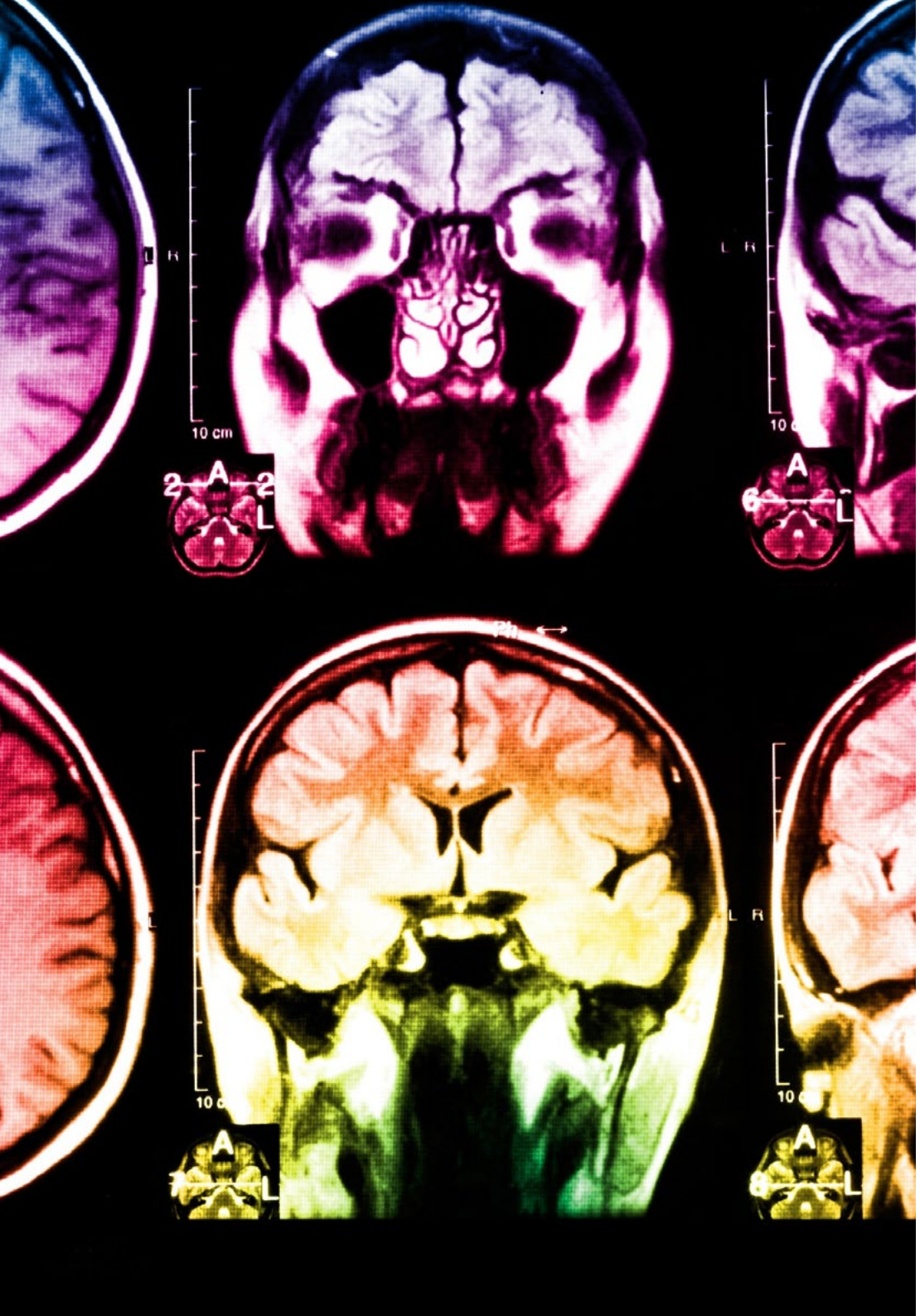
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

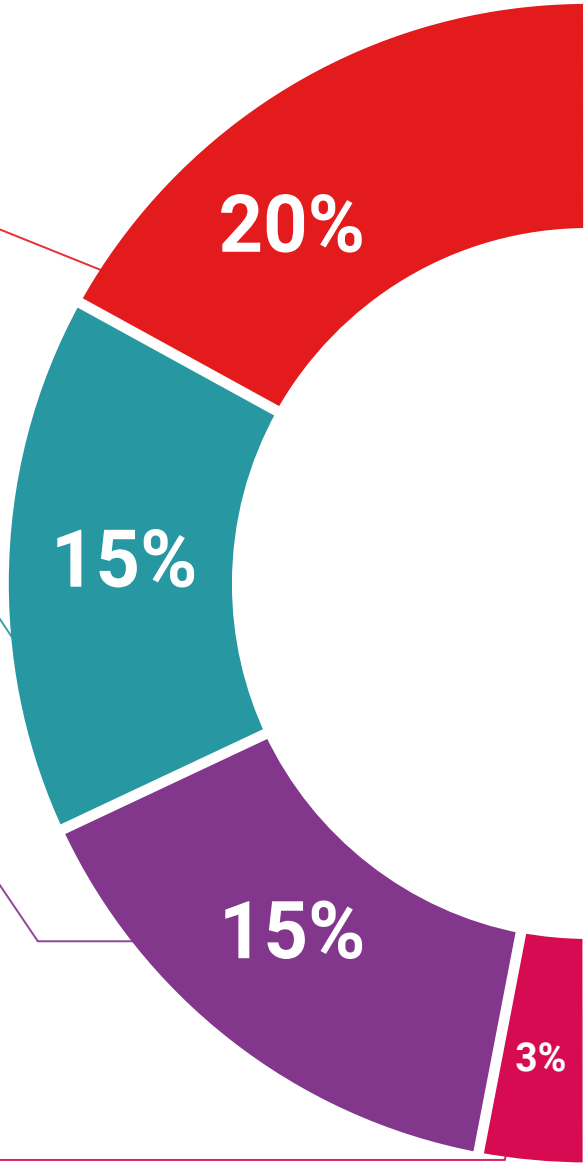
Interactive Summaries

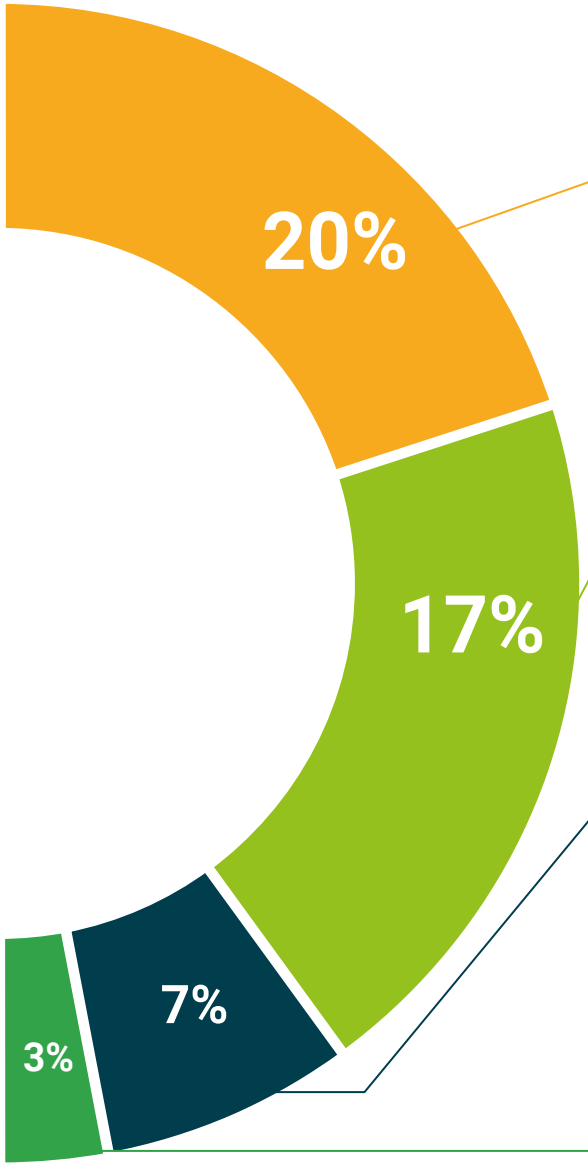
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

06

Certificate

This Postgraduate Diploma in Management of Bilingual Education in Pre-School and 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.

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

This **Postgraduate Diploma in Management of Bilingual Education in Pre-School and Primary 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 Certificate, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Management of Bilingual Education in Pre-School and Primary Education**

Official Nº of hours: **450 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

Management of Bilingual Education in Pre-School and Primary Education

This is a qualification awarded by this University, equivalent to 450 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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