

Postgraduate Diploma Teacher Training for High School Education Teachers





Postgraduate Diploma Teacher Training for High School Education Teachers

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

Website: www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-teacher-training-high-school-education-teachers

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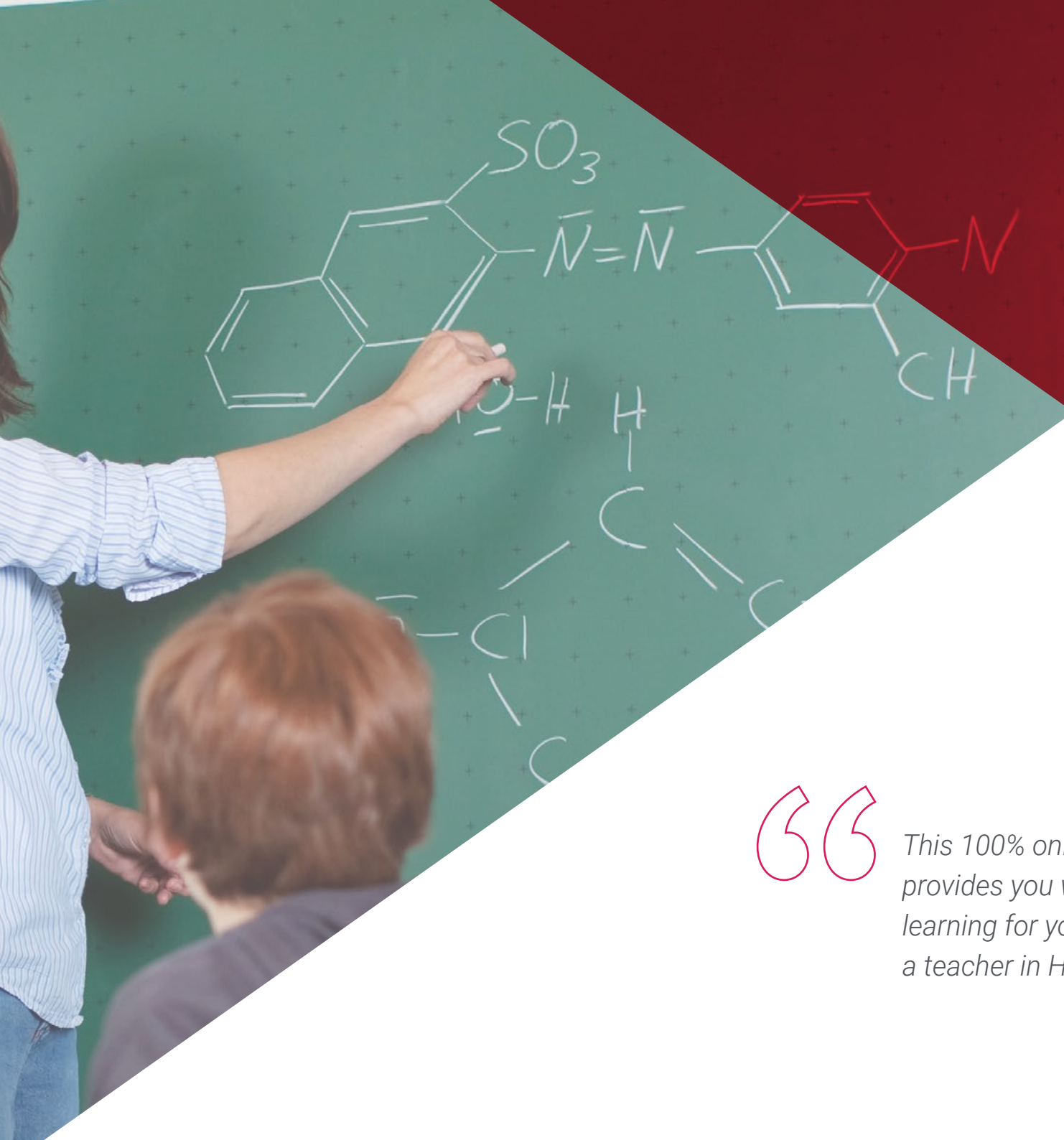
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01

Introduction

The incursion of new technologies in the classroom, the teaching of students in stages of great physical and psychological changes, and the diversity of students present in educational centers make it necessary for teaching professionals to be fully prepared to deal with different situations and with maximum efficiency. In this line, TECH has created this program 100% online, which provides teachers with the most advanced and current knowledge about learning in adolescence, educational needs, the use of ICT or teaching innovation. All this, in addition, with multimedia teaching material that can be easily accessed 24 hours a day and from a computer, tablet, or cell phone with an Internet connection.





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This 100% online Postgraduate Diploma provides you with tremendously useful learning for your professional growth as a teacher in High School"

The search for student motivation, conflict resolution in the classroom and with teachers' families, and the application of new technologies in the teaching of subjects are key to teachers' professional performance. A set of areas that are especially relevant in the adolescent stage, where there are also important physical and psychological changes.

In this scenario, the teachers must be fully prepared both to teach their subject in the classroom, as well as to perform successfully in a variety of situations that require skills and competencies specific to the functions they perform. That is why TECH provides in this Postgraduate Diploma in Teacher Training for High School Education Teachers the most advanced content in a 100% online educational format.

A program that will lead students to acquire intensive learning on teacher innovation, the approach to students with educational diversity, learning-oriented assessment, or the incorporation of new technologies for educational improvement. For this purpose, this institution provides a set of multimedia teaching materials (video summaries of each topic, In Focus videos), readings, case studies that can be accessed from any electronic device with an Internet connection.

In addition, the teaching professionals are faced with a program that is compatible with their most demanding responsibilities, since not only do they have the freedom to consult the syllabus whenever they wish, but they do not have fixed class schedules and can distribute the teaching load according to their needs.

An excellent opportunity offered by TECH to students who wish to progress in their professional career as teachers in High School Education, through a university program in accordance with the current educational times.

This **Postgraduate Diploma in Teacher Training for High School Education Teachers** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of case studies presented by experts in teaching in High School Education
- ♦ The graphic, schematic, and practical contents with which they are created, provide 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



You will apply the most current methodologies and new technologies effectively in your tutorial actions in the classroom"

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Motivation, individualized attention, attention to diversity, conflict resolution, etc., be an expert in educational teaching thanks to this program"

The program includes in its teaching staff professionals from the sector who bring to this program the experience of their work, as well as recognized 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 educational year. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

With the Relearning system used by TECH you will be able to progress through the syllabus in a progressively way and consolidate the concepts addressed in a simple way.

This program invites you to learn about the most effective educational tools and strategies to be used in High School Education classrooms.



02

Objectives

This Postgraduate Diploma in Teacher Training for the High School Education Teacher is oriented to provide the skills and competencies needed to successfully develop in the teaching of teachers to students in this educational stage. To this end, TECH provides innovative content, where you can gain a theoretical-practical perspective on teaching and integrate the techniques and methods into your day-to-day life.



Year	2002	2003	2004	2014	2015	2016
1.00%	69,000	70,99	73,09	75,30	77,6	10,000
0%	10,000	10,000	10,000	10,000	10,000	12,000
0%	12,000	12,000	12,000	12,000	12,000	13,605
8%	10,000	10,800	11,664	12,597	13,605	18,233
5%	15,000	15,750	16,538	17,365	18,233	23,814
2%	22,000	22,440	22,889	23,347	23,814	29,814



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Take a step forward in your professional career with this high-level training provided by experts with extensive experience in the education sector”



General Objectives

- Introduce students to the world of teaching, from a broad perspective that provides them with the necessary skills for the performance of their work
- Know the new tools and technologies applied to teaching
- Show the different options and ways the teacher can work in their post
- Promote the acquisition of communication and knowledge transmission skills and abilities
- Encourage continuing education for students



Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"





Specific Objectives

Module 1. Learning and Development of Personalities

- ♦ Get to know the relationship between learning and development, education and culture
- ♦ Understand the importance of schooling in development
- ♦ Study the concept of brain plasticity and plasticity windows
- ♦ Gain knowledge about the essential social factors in learning: imitation, shared attention and empathic understanding
- ♦ Identify the stages of development
- ♦ Understand the concept of personality

Module 2. Society, Family and Education

- ♦ Know the term integral education
- ♦ Conceptualize educational guidance
- ♦ Explain the origin of educational guidance and the main figures of educational guidance
- ♦ Explain the areas of intervention of educational guidance
- ♦ Identify the models of intervention of educational guidance
- ♦ Enumerate the functions of guidance in the educational center
- ♦ Enunciate the principles of the guidance action

Module 3. Teaching Innovation and Initiation to Educational Research

- ♦ Get to know the fields of innovation in the educational context
- ♦ Discover learning communities
- ♦ Expose the obstacles and challenges of innovation in the educational context
- ♦ Explain how teachers learn and their role change
- ♦ Demonstrate the factors that favor professional learning and development
- ♦ Delve into the professional learning of teachers
- ♦ Introduce professional learning and meeting spaces, such as: conferences, congresses, innovation days, professional networks, communities of practice and MOOCS (Massive Open Online Courses)

Module 4. Educational Processes and Contexts

- ♦ Learn about the White Paper as the basis for the General Education Law
- ♦ Explain the concept of White Paper
- ♦ Identify the different educational laws in chronological order
- ♦ Expose the determinants of the educational reform
- ♦ Present the general and fundamental principles of the educational reform
- ♦ Mention the main characteristics of the Moyano Law
- ♦ Show the particularities of the General Education Law: preamble, purposes, educational levels, educational centers and teachers

03

Course Management

The teaching professional who enters this Postgraduate Diploma will have access to a program that has been developed by a team of teachers specialized in teaching innovation, especially in High School Education. Their extensive experience in public and private educational centers is a guarantee for students who take this program and seek access to the most advanced content taught by the best teachers of the moment.





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You have a team of teachers with extensive experience in teaching in public and private schools in High School Education”

Management



Dr. Barboyón Combey, Laura

- ◆ Teacher of Primary Education and Postgraduate Studies
- ◆ Teacher in Postgraduate University Studies of High School Teacher Formation
- ◆ Teacher of Primary Education in several schools
- ◆ Doctor in Education from the University of Valencia
- ◆ Master's Degree in Psychopedagogy from the University of Valencia
- ◆ Degree in Primary School Education with a major in English Teaching from the Catholic University of Valencia San Vicente Mártir



04

Structure and Content

The syllabus of this university program has been designed to provide teaching professionals with the most relevant information for the performance of their duties in first level educational centers. To this end, TECH provides students with the most innovative pedagogical tools to deepen their knowledge of the latest concepts in learning, personality development, the guiding role of the educational center and teacher innovation. In addition, thanks to the Relearning method, you will advance naturally through the program and reduce the long hours of study and memorization.





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Access the multimedia pills, essential readings, and case studies provided by this Postgraduate Diploma at any time"

Module 1. Learning and Development of Personalities

- 1.1. Introduction: Relationship between Learning and Development, Education and Culture
 - 1.1.1. Introduction
 - 1.1.2. The Common Concept of Psychological Development
 - 1.1.3. An Alternative to the Common Concept of Psychological Development: the Social and Cultural Nature of Development
 - 1.1.4. The Role of Education in Psychological Development
 - 1.1.5. Schooling as an Essential Context for Psychological Development
 - 1.1.6. Essential Social Factors in Learning
 - 1.1.7. Stages of Development
 - 1.1.8. Key Developmental Processes
- 1.2. Conceptions of Learning and Learner Development
 - 1.2.1. Concept of Learning
 - 1.2.2. Main Theories of Learning and Development
 - 1.2.2.1. Theories of Psychoanalysis
 - 1.2.2.1.1. Freud's Theory
 - 1.2.2.1.2. Erikson's Psychosocial Theory
 - 1.2.2.2. Behaviorist Theories
 - 1.2.2.2.1. Pavlov's Classical Conditioning Theory
 - 1.2.2.2.2. Skinner's Operating Conditioning Theory
 - 1.2.2.3. Cognitive Theories
 - 1.2.2.3.1. Information Processing Theory
 - 1.2.2.3.1.1. Robert Gagné's Instructional Theory
 - 1.2.2.3.2. Constructivism
 - 1.2.2.3.2.1. Verbal-Meaningful Learning Theory of David Ausubel
 - 1.2.2.3.2.2. Jean Piaget's Genetic Epistemology
 - 1.2.2.3.2.3. Lev Vygotsky's Sociocultural Cognitive Theory
 - 1.2.2.3.2.4. Jerome Bruner's Discovery Learning
 - 1.2.2.4. Socio-Cognitive Theories
 - 1.2.2.4.1. Bandura's social-Cognitive Theory



- 1.3. Characterization of the Adolescence Stage: Physical and Sexual Development
 - 1.3.1. Puberty and Adolescence
 - 1.3.1.1. Puberty
 - 1.3.1.2. Cardiac Catheterization
 - 1.3.2. Psychological Effects of Puberty
 - 1.3.3. Early Developing Adolescents and Late Developing Adolescents
 - 1.3.3.1. Precocious Puberty
 - 1.3.3.2. Delay of Puberty
 - 1.3.4. Changing Patterns of Sexual Behavior
 - 1.3.5. The Context and Timing of Adolescent Sexual Behavior
 - 1.3.6. Love Affair and Intimacy
- 1.4. Psychological Dimensions related to School Learning: Social and Moral Development
 - 1.4.1. Main Socializing Agents
 - 1.4.1.1. The Family
 - 1.4.1.1.1. The Concept of Family
 - 1.4.1.1.2. The Adolescent and their Family
 - 1.4.1.2. The Peer Group
 - 1.4.1.3. Educational Centers
 - 1.4.1.4. The media
 - 1.4.2. Risks of Social Media
 - 1.4.3. Development of Moral Concepts. Various Theoretical Models
 - 1.4.3.1. Piaget
 - 1.4.3.2. Kohlberg
 - 1.4.4. Factors Influencing Adolescent Moral Development
 - 1.4.4.1. Differences Between Genders
 - 1.4.4.2. Intelligence
 - 1.4.4.3. At Home
 - 1.4.4.4. Friends

- 1.5. Psychological Dimensions Related to School Learning: Intelligence
 - 1.5.1. The Advent of Formal Thinking
 - 1.5.1.1. Characteristics of Formal Thinking
 - 1.5.1.2. Hypothetic-Deductive Thinking and Propositional Reasoning
 - 1.5.2. Criticisms to Piaget's View
 - 1.5.3. Cognitive Changes
 - 1.5.3.1. The Development of Memory
 - 1.5.3.1.1. Sensory Memory
 - 1.5.3.1.2. Short-Term Memory (STM)
 - 1.5.3.1.3. Long-Term Memory (LTM)
 - 1.5.3.2. The Development of Memory Strategies
 - 1.5.3.3. The Development of Metacognition
 - 1.5.3.3.1. The Development of Metacognition
 - 1.5.3.3.2. Knowledge and Metacognitive Control
 - 1.5.4. Intelligence
 - 1.5.4.1. Cattell's Fluid and Crystallized Intelligence
 - 1.5.4.2. Sternberg Triarchic Theory
 - 1.5.4.3. Gardner's Multiple Intelligences
 - 1.5.4.4. Goleman's Emotional Intelligence
 - 1.5.4.5. Wechsler Scale
- 1.6. Psychological Dimensions related to School Learning: Identity, Self-Concept, and Motivation
 - 1.6.1. Self-Concept
 - 1.6.1.1. Definition of Self-Concept
 - 1.6.1.2. Factors Associated with the Development of Self-Concept
 - 1.6.2. Self-esteem
 - 1.6.3. Theoretical Approaches to Identity Development
 - 1.6.3.1. Different Ways of Elaborating Identity
 - 1.6.4. Motivation and Learning
- 1.7. The Teaching-Learning Process in Adolescence: General Principles
 - 1.7.1. Ausubel's Theory of Meaningful Verbal Learning
 - 1.7.1.1. Types of Learning in the School Context
 - 1.7.1.2. What is Already Known and the Desire to Learn: Conditions for Constructing Meaning
 - 1.7.1.3. The Processes of Assimilation of New Contents
 - 1.7.1.4. A Review of the Theory Thirty Years Later
 - 1.7.2. Processes of Knowledge Construction: The Constructivist Theory of Teaching and Learning
 - 1.7.2.1. School Education: A Social and Socializing Practice
 - 1.7.2.2. The Construction of Knowledge in the School Context: The Interactive Triangle
 - 1.7.2.3. The Processes of Knowledge Construction and the Mechanisms of Educational Influence
 - 1.7.3. Why Do Only Humans Have Teaching?
- 1.8. The Teaching-Learning Process in Adolescence: Knowledge Construction in the Classroom and Teacher/Student Interaction
 - 1.8.1. Teacher Effectiveness
 - 1.8.2. Teaching Styles
 - 1.8.3. Teaching Models
 - 1.8.4. The Role of the Teacher
 - 1.8.5. Expectations of the Teacher and the Student
- 1.9. The Teaching-Learning Process in Adolescence. Processes of Knowledge Construction and Peer-to-Peer Interaction
 - 1.9.1. Peer Interaction and Cognitive Development
 - 1.9.2. Cooperative Learning
 - 1.9.2.1. The Use of Cooperative Learning as a Didactic Method

- 1.10. Attention to Diversity and Educational Needs in the Adolescence Stage
 - 1.10.1. Historical Background
 - 1.10.2. The Warnock Report
 - 1.10.3. The Concept of Special Educational Needs
 - 1.10.4. The Causes of SEN
 - 1.10.5. Classification of SEN
 - 1.10.6. Learning Difficulties derived from Motor, Visual and Hearing Impairment. Educational Intervention
 - 1.10.7. Learning Difficulties Derived from Autism (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Intellectual Disabilities (IDD) and High Abilities. Educational Intervention
 - 1.10.8. Behavioral Disorders in Childhood and Adolescence
 - 1.10.8.1. Epidemiology and Risk Factors for Behavioral Disorders
 - 1.10.8.2. Clinical Features and Forms of Presentation
 - 1.10.9. Main Manifestations of Behavioral Disorders
 - 1.10.9.1. Attention Deficit Hyperactivity Disorder (ADHD)
 - 1.10.9.2. Dissocial Disorder (DD)
 - 1.10.9.3. Oppositional Defiant Disorder (ODD)
 - 1.10.10. An Example of an Instrument to Detect Behavioral Disorders in the Classroom
 - 1.10.11. Proposals for Therapeutic Intervention in the Classroom
 - 1.10.11.1. Attention Deficit Hyperactivity Disorder (ADHD)
 - 1.10.11.2. Oppositional Defiant Disorder (ODD) and Dissocial Disorder (DD)
- 1.11. Relationships in Adolescence and Conflict Management in the Classroom
 - 1.11.1. What is Mediation?
 - 1.11.1.1. Types of Mediation
 - 1.11.1.1.1. School Mediation
 - 1.11.1.1.2. Family Mediation
 - 1.11.1.2. Insight Theory
 - 1.11.1.3. The Enneagram
 - 1.11.2. Strengths and Weaknesses of Implementing a Mediation Program

- 1.12. Principle of Personalized Education and Forms of Action
 - 1.12.1. Historical Evolution of Special Education
 - 1.12.1.1. The United Nations (UN)
 - 1.12.1.2. The Universal Declaration of Human Rights (UDHR)
 - 1.12.2. The Localization Dilemma
 - 1.12.3. Educational Inclusion
 - 1.12.4. The Dilemma of Differences
 - 1.12.5. Personalized Education
 - 1.12.6. Personal Learning Design
 - 1.12.7. Conclusions
 - 1.12.7.1. Learning by Doing

Module 2. Society, Family and Education

- 2.1. The Guidance Function of the Educational Center
 - 2.1.1. Educational Counselling
 - 2.1.1.1. Introduction
 - 2.1.1.2. Concept of Educational Guidance
 - 2.1.1.3. Guidance Functions in the Educational Center
 - 2.1.1.4. Origin of Educational Guidance
 - 2.1.1.5. Areas of Intervention
 - 2.1.1.5.1. Professional Guidance
 - 2.1.1.5.2. Development Guidance
 - 2.1.1.5.3. School Guidance
 - 2.1.1.5.4. Guidance in the Attention to Diversity
 - 2.1.1.6. Intervention Models
 - 2.1.1.6.1. Counseling Model
 - 2.1.1.6.2. Services Model
 - 2.1.1.6.3. Program Model
 - 2.1.1.6.4. Consultation Model
 - 2.1.1.6.5. Technological Model
 - 2.1.2. Principles of Guiding Action

- 2.2. The Tutor-Teacher and the Tutorial Action
 - 2.2.1. The Tutor's Profile and Competences
 - 2.2.2. Tutorial Action
 - 2.2.3. The Guidance Department
 - 2.2.3.1. Organization of the Guidance Department
 - 2.2.3.2. Composition of the Guidance Department
 - 2.2.3.3. Functions of the Guidance Department
 - 2.2.3.4. Functions of the Members of the Guidance Department
 - 2.2.3.4.1. Functions of the Head of the Guidance Department
 - 2.2.3.4.2. Functions of the Support Teacher
 - 2.2.3.4.3. Functions of the Therapeutic Pedagogy and Hearing and Language Teachers
 - 2.2.3.4.4. Functions of the Teacher of Career Training and Guidance
 - 2.2.4. Guidance and Tutorial Action in Occupational Training
 - 2.2.5. The Holland Typology's Model
- 2.3. Tutorial Action Tools
 - 2.3.1. Introduction
 - 2.3.2. The Tutorial Action Plan (TAP)
 - 2.3.2.1. Modalities of Autonomy
 - 2.3.2.1.1. Pedagogical Autonomy
 - 2.3.2.1.2. Managerial Autonomy
 - 2.3.2.1.3. Organizational Autonomy
 - 2.3.3. Information and Communication Technologies (ICT) in Tutorial Action
 - 2.3.3.1. Social Changes
 - 2.3.3.2. Changes in Education
 - 2.3.3.3. ICT used in Tutorial Action
 - 2.3.3.3.1. The WebQuests
 - 2.3.3.3.2. Blogs
 - 2.3.3.3.3. Webinars
 - 2.3.3.3.4. Wikis
 - 2.3.3.3.5. E-mail
 - 2.3.3.3.6. Discussion Forums
 - 2.3.3.4. Advantages of Using ICT in Tutorial Action
 - 2.3.3.5. Disadvantages of the Use of ICT in Tutorial Action
- 2.4. The Relationship of the Teacher-Tutor with the Student
 - 2.4.1. The Individualized Interview as the Main Tool
 - 2.4.1.1. Importance of Communication
 - 2.4.1.2. Interview between the Tutor Teacher and the Student
 - 2.4.1.3. The Interview in the Aid Relationship
 - 2.4.1.4. Interviewer Skills
 - 2.4.1.5. Types of Interviews
 - 2.4.1.5.1. According to the Number of Participants
 - 2.4.1.5.2. According to the Format
 - 2.4.1.5.3. According to the Mode or Channel
 - 2.4.2. Group Dynamics
 - 2.4.2.1. Group Dynamics: Some Examples of Techniques
 - 2.4.2.1.1. Discussion Groups
 - 2.4.2.1.2. Role-Playing
 - 2.4.2.1.3. Dialogical Pedagogical Discussion
 - 2.4.2.1.4. Cineforum
 - 2.4.2.2. Benefits of Applying Group Dynamics
 - 2.4.3. Techniques for the Management of Coexistence
 - 2.4.3.1. Learning Values and Norms
 - 2.4.3.2. Social Emotional Education and Classroom Climate
 - 2.4.3.3. Strategies that Facilitate School Coexistence
 - 2.4.3.4. Programs to Educate in Coexistence
- 2.5. Family and School Centers
 - 2.5.1. Introduction
 - 2.5.2. The Evolution of the Family and Society
 - 2.5.3. Demands Made by the Family to the Educational Center and Vice-Versa
 - 2.5.3.1. Demands from the School to the Family
 - 2.5.3.2. Demands from the Family to the School
 - 2.5.4. Family-Educational Center Communication Channels: the School for Parents
 - 2.5.4.1. School for Parents



- 2.6. The Family Interview
 - 2.6.1. Introduction
 - 2.6.1.1. The Ecological Theory of Bronfenbrenner
 - 2.6.2. The Family Interview
 - 2.6.2.1. Keys to an Effective Interview
 - 2.6.2.2. Emotional Education.
 - 2.6.2.3. Classification of Interviews
 - 2.6.3. Structure of Interviews
 - 2.6.4. Factors Involved in Family Interview
 - 2.6.5. Steps in Family Interview
 - 2.6.6. Interview Techniques
 - 2.6.6.1. Educational Coaching
 - 2.6.6.2. Context
 - 2.6.6.3. Origins of Coaching
 - 2.6.6.4. Principles of Coaching
 - 2.6.6.5. Models of Coaching
 - 2.6.6.6. Agents Involved in the Coaching Process
 - 2.6.6.7. Benefits of Coaching

Module 3. Teaching Innovation and Initiation to Educational Research

- 3.1. Educational Innovation as a Process and School Improvement
 - 3.1.1. Education and the New Scenarios of the Global and Local Context
 - 3.1.2. Key Concepts: Educational Innovation, Change, Reform and Educational Improvement
 - 3.1.3. Educational Paradigms and Innovation Purposes
 - 3.1.4. Why Innovate, the Meaning of Innovation
 - 3.1.5. Process Models to Generate Educational Innovation
 - 3.1.6. The Importance of a Strategic Approach to Incorporate Educational Innovations
 - 3.1.7. Challenges of Educational Innovation: the Need for a Paradigm Shift and the Role of Research for Educational Improvement

- 3.2. Teaching Innovation: Perspectives, Challenges and Professional Learning
 - 3.2.1. Areas of Innovation in the Educational Context
 - 3.2.2. The Case of Learning Communities
 - 3.2.3. The Obstacles and Challenges of Innovation in the Educational Context
 - 3.2.4. How Do Teachers Learn? From Transmitting Teachers to Inquiring and Creative Teachers
 - 3.2.5. Factors to Promote Learning and Professional Development
 - 3.2.6. From Collective Learning to the Professional Development of the Teaching Staff
 - 3.2.7. Spaces for Meeting and Professional Learning: Congresses, Innovation Conferences, Professional Networks, Communities of Practice and MOOC
- 3.3. The Design of a Good Practice of Teaching Innovation
 - 3.3.1. From Professional Learning to Good Teaching Practices
 - 3.3.2. Good Practices and the Necessary Conceptual Change
 - 3.3.3. Aspects to be Taken into Account in the Design of Good Teaching Practice
 - 3.3.4. One More Step: Designing and Self-Evaluating Innovative Projects and Practices
- 3.4. Innovative Learning-Centered Designs to Promote Learner Ownership: Innovative Strategies and Practices
 - 3.4.1. The Learner is the Protagonist of its Learning
 - 3.4.2. Rationale for Selecting Learning-Centered Teaching Strategies: Situated Cognition
 - 3.4.3. Rationale for Selecting Learning-Centered Teaching Strategies: The Learning Approach
 - 3.4.4. Generalization and Transfer of Learning: Keys to Promote Learner Protagonism
 - 3.4.5. Teaching Strategies to Encourage Students' Engagement with their Learning
 - 3.4.6. Design of Innovative Practices Focused on Learning: Service-Learning
- 3.5. Innovative Use of Didactic Resources and Means
 - 3.5.1. Paradigm Shift: From Solid Knowledge to Liquid Information
 - 3.5.2. Metaphors on Web 2.0 and their Educational Implications
 - 3.5.3. New Literacies: Educational Visions and Consequences
 - 3.5.4. Digital Literacy and the Development of Competencies
 - 3.5.5. The Meaning and Practices of Digital Literacy in Schools
 - 3.5.6. Literacy and Citizenship: More than ICT Integration
 - 3.5.7. Good Practices in the Innovative Use of Technological Resources



- 3.6. Learning-Oriented Evaluation: Orientation and Design of Good Practices
 - 3.6.1. Evaluation as a Learning Opportunity
 - 3.6.2. Characteristics of Innovative Evaluation
 - 3.6.3. The Dimensions of Evaluation: the Ethical and the Technical-Methodological Question
 - 3.6.4. Innovative Evaluation: How to Plan the Evaluation to Orient it to Learning
 - 3.6.5. Quality Criteria for Developing a Learning-Oriented Evaluation Process
 - 3.6.6. How to Foster Improvement and Learning from Evaluation Results
- 3.7. Teacher Self-Assessment and Learning Improvement: The Challenge of Educational Innovation
 - 3.7.1. Educational Improvement Makes it Essential to Self-Evaluate the Teaching Task
 - 3.7.2. The Self-Evaluation of Teaching Practice as a Process of Reflection and Formative Accompaniment
 - 3.7.3. Areas of Self-Evaluation of the Teaching Task
 - 3.7.4. Self-Evaluation of Schools for the Improvement of their Educational Processes from an Inclusive Perspective
- 3.8. New Technologies and Educational Research: Tools for Educational Improvement
 - 3.8.1. Educational Research has its Own Character
 - 3.8.2. The Research Process and the Educational Researcher's Viewpoint
 - 3.8.3. Educational Research in the Current Context
 - 3.8.4. Technological Tools for the Development of Educational Research
 - 3.8.4.1. Searching and Updating Information on the Internet
 - 3.8.4.2. Organizing Information
 - 3.8.4.3. Collection of Information in the Field Work
 - 3.8.4.4. Analysis of the Information: Quantitative and Qualitative
 - 3.8.4.5. Report Writing and Publication of Information
- 3.9. From Educational Research to Classroom Research: Improving the Teaching-Learning Process
 - 3.9.1. Educational Research Functions
 - 3.9.2. From Educational Research to Research in the Classroom
 - 3.9.3. Classroom Research and Teachers' Professional Development
 - 3.9.4. Ethical Considerations for the Development of Educational Research

- 3.10. Educational Challenges for the Research and Improvement of Teaching Practice of the Specialty
 - 3.10.1. Educational Challenges for the 21st Century
 - 3.10.2. Research, Innovation and Best Practices in the Specialty
 - 3.10.3. Deontological Framework for Teaching Practice

Module 4. Educational Processes and Contexts

- 4.1. The White Paper and the 1970 Education Law
 - 4.1.1. Introduction
 - 4.1.2. White Paper
 - 4.1.2.1. What is a White Paper?
 - 4.1.2.2. White Paper. Education in Spain: Bases for an Educational Policy
 - 4.1.3. The General Education Law of 1970: Preamble and Goals
 - 4.1.3.1. Preamble
 - 4.1.3.2. Purposes
 - 4.1.4. The General Law of Education of 1970: Educational Levels
 - 4.1.4.1. Preschool Education
 - 4.1.4.2. General Basic Education
 - 4.1.4.3. Baccalaureate
 - 4.1.4.4. University Education
 - 4.1.4.5. Vocational Training
 - 4.1.5. The General Education Law of 1970: Schools and Teachers
 - 4.1.5.1. Educational Centers
 - 4.1.5.2. Professors
- 4.2. The LODE of 1985 and the LOGSE of 1990
 - 4.2.1. Introduction
 - 4.2.1.1. Early Childhood Education
 - 4.2.1.2. Primary Education
 - 4.2.1.3. High School
 - 4.2.1.4. Baccalaureate
 - 4.2.1.5. Vocational Training
 - 4.2.1.6. Special Education

- 4.3. The Organic Law on Education (LOE)
 - 4.3.1. Introduction
 - 4.3.2. Organic Law on Education (LOE): Principles
 - 4.3.3. Organic Law on Education (LOE): Teaching
 - 4.3.3.1. Early Childhood Education
 - 4.3.3.2. Primary Education
 - 4.3.3.3. High School Education
 - 4.3.3.4. Baccalaureate
 - 4.3.3.5. Vocational Training
 - 4.3.4. Organic Law on Education (LOE): Itineraries
- 4.4. The Organic Law for the Improvement of the Quality of Education (LOMCE)
 - 4.4.1. Introduction
 - 4.4.2. LOMCE: Curriculum
 - 4.4.3. LOMCE: High School Education
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 - 4.4.5. LOMCE: Vocational Training
 - 4.4.5.1. Basic Vocational Training
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 - 4.4.6. LOMCE: Educational System Itineraries
 - 4.4.7. LOMCE: Key Skills
- 4.5. The Organization of the Institutions
 - 4.5.1. Concept of School
 - 4.5.2. Components of the School Center
 - 4.5.3. Characteristics of Educational Centers
 - 4.5.3.1. Autonomy of the Centers
 - 4.5.3.2. Functions of The School





- 4.6. Management and Leadership Applied to the Educational Institution: Management Team
 - 4.6.1. Management of the Educational Institution
 - 4.6.1.1. Conceptions of the Term Management
 - 4.6.2. Leadership
 - 4.6.2.1. Concept of Leader
 - 4.6.2.2. Gestation of the Leader
 - 4.6.2.3. The Authentic Leader
 - 4.6.3. Leadership in Today's Organizations
 - 4.6.3.1. Importance of Authentic Leadership
 - 4.6.3.2. The Need for Authentic Leadership in Education
 - 4.6.3.3. Types of Leadership
 - 4.6.4. Leadership in the Management of Educational Institutions and Initiatives
 - 4.6.4.1. Leadership of the Management Team
 - 4.6.4.2. Pedagogical Leadership of the Director
 - 4.6.4.3. Leadership of the Head of Studies
- 4.7. Management and Leadership Applied to the Educational Institution: Teaching Team
 - 4.7.1. Teaching Team: Functions and Rights of the Teaching Staff
 - 4.7.2. Teachers Organization
 - 4.7.2.1. Teamwork
 - 4.7.2.1.1. Working Groups
 - 4.7.2.2. The Teacher as Tutor
 - 4.7.2.2.1. The Profile of the Tutor
 - 4.7.2.2.2. Duties of the Tutor
 - 4.7.2.3. The Teacher-Coach
 - 4.7.2.3.1. Conceptualization and Characteristics
 - 4.7.2.3.2. The Coach
 - 4.7.2.4. Networking
 - 4.7.3. Leadership of the Teaching Staff
 - 4.7.3.1. The Leadership of the Tutor
 - 4.7.3.2. Teacher Leadership

- 4.8. The Guidelines of a School Center
 - 4.8.1. School-Based Education Project
 - 4.8.1.1. The Content of School-Based Education Project
 - 4.8.1.2. Development of School-Based Education Project
 - 4.8.1.3. Implementation of School-Based Education Project
 - 4.8.1.4. Evaluation of School-Based Education Project
 - 4.8.2. Internal Rules
 - 4.8.2.1. The Content School-Based Education Project, a Discretionary Matter
 - 4.8.3. Specific Plans
 - 4.8.3.1. Purpose, Typology and Content
 - 4.8.3.2. Another Way of Expressing the School-Based Education Project
 - 4.8.4. Annual Report
 - 4.8.4.1. Guidelines for the Preparation of an Educational Center's Annual Report
 - 4.8.5. Autonomy as a Requirement
- 4.9. The Organizational Structure of a Center and Communication Instruments
 - 4.9.1. Collegiate Bodies
 - 4.9.1.1. The School Council
 - 4.9.1.1.1. Composition
 - 4.9.1.1.2. Election and Renewal of the School Board
 - 4.9.1.1.3. Competencies
 - 4.9.1.2. The Teaching Staff
 - 4.9.2. Educational Coordination Bodies
 - 4.9.2.1. Teaching Departments
 - 4.9.2.2. Guidance Department in Compulsory Secondary Education
 - 4.9.2.3. Complementary and Extracurricular Activities Department
 - 4.9.2.4. Pedagogical Coordination Commission
- 4.10. Curriculum Management
 - 4.10.1. The School Space: the Organization of the Classroom
 - 4.10.2. Assessment of the Spatial Design of the Classroom
 - 4.10.2.1. Systematic Observation of Users in the Course of Using the Space
 - 4.10.2.2. Self-Application and Evaluation
 - 4.10.3. The School Space as a Dynamic Creation of the Teacher
 - 4.10.4. School Time
 - 4.10.5. Student Organization
 - 4.10.5.1. Vertical Organization of the Student Body
 - 4.10.5.1.1. Graduate School
 - 4.10.5.1.2. The Ungraded School
 - 4.10.5.1.3. The Multigrade School
 - 4.10.5.2. Horizontal Organization of the Student Body
 - 4.10.5.2.1. The Autonomous Class
 - 4.10.5.2.2. Departmentalization
 - 4.10.5.2.3. Team Teaching by Teachers
- 4.11. Change and Innovation in the School
 - 4.11.1. Improvement in Education
 - 4.11.1.1. From Change as a Necessity to Change as an Opportunity
 - 4.11.1.2. Global Changes vs. Partial Changes
 - 4.11.1.3. Organizational Changes vs. Social Changes
 - 4.11.1.4. Towards Successful Change
 - 4.11.2. Institutional Innovation
 - 4.11.3. The Creation and Management of Collective Knowledge
 - 4.11.3.1. Departments and Educational Teams as Structures for Innovation
 - 4.11.3.2. Strategies for Intervention in Collaborative Contexts
 - 4.11.4. Teachers and Managers as Agents of Change



- 4.12. Change and Innovation in the School Center: Spatial Context and Didactic Project
 - 4.12.1. The Planning Process for the Improvement of the Spatial Context of Learning
 - 4.12.2. The Imperatives for Change and the School in its Environment
 - 4.12.3. The Traditional Model
 - 4.12.4. Spatial Context and Didactic Project
 - 4.12.5. Infrastructure of the New Learning Contexts
 - 4.12.6. Strategies for the Improvement of the Quality of Life in the School Center
 - 4.12.6.1. Search for Correspondence between the Designs of the Building and the Furniture
 - 4.12.6.2. Development of a New Conception of the Workplace of the Student
 - 4.12.6.3. Redistribution of the Work Areas by Means of the Furniture
 - 4.12.6.4. The Participation of Students in the Appropriation of Space
 - 4.12.6.5. The Urban Planning Dimension



Become a teacher who brings to your school the main innovations in High School Education teaching thanks to this program"

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.

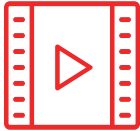
Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

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

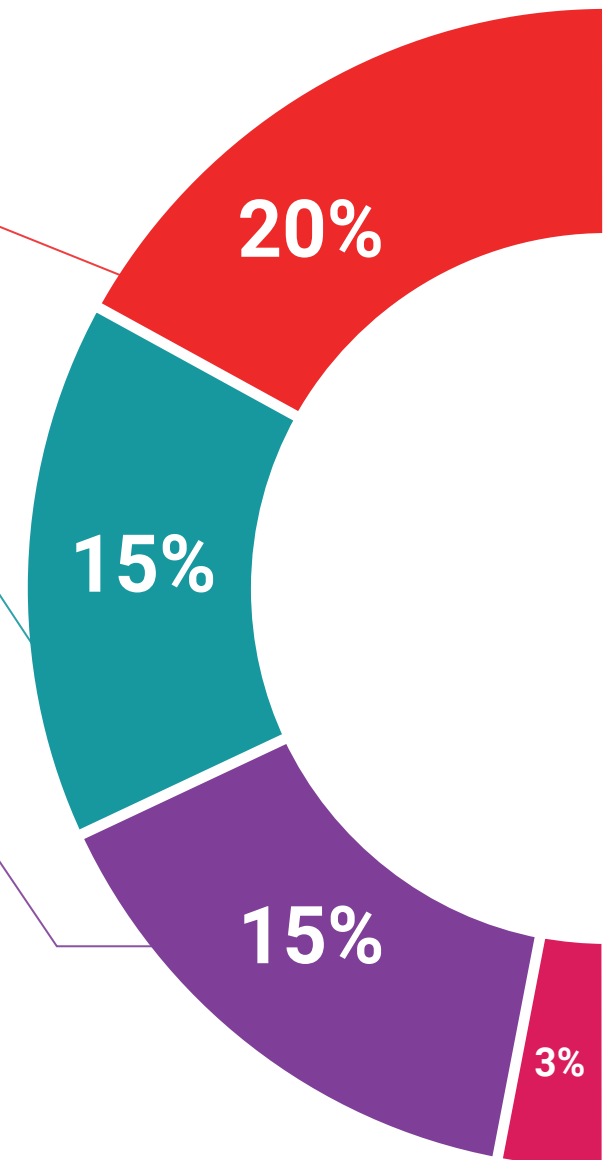
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

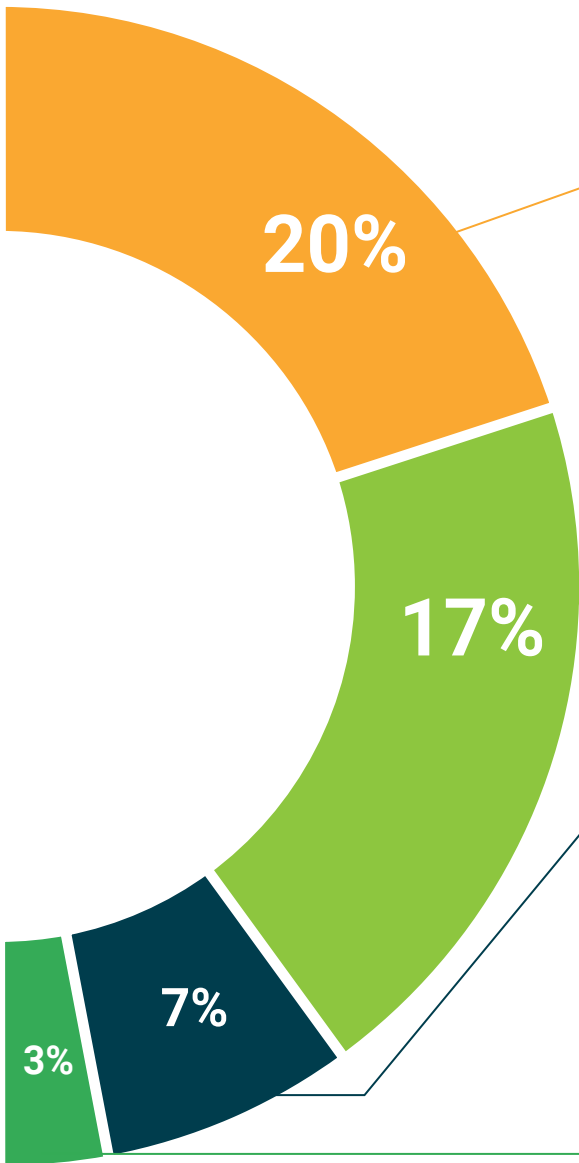
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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

The Postgraduate Diploma in Teacher Training for High School Education Teachers 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"

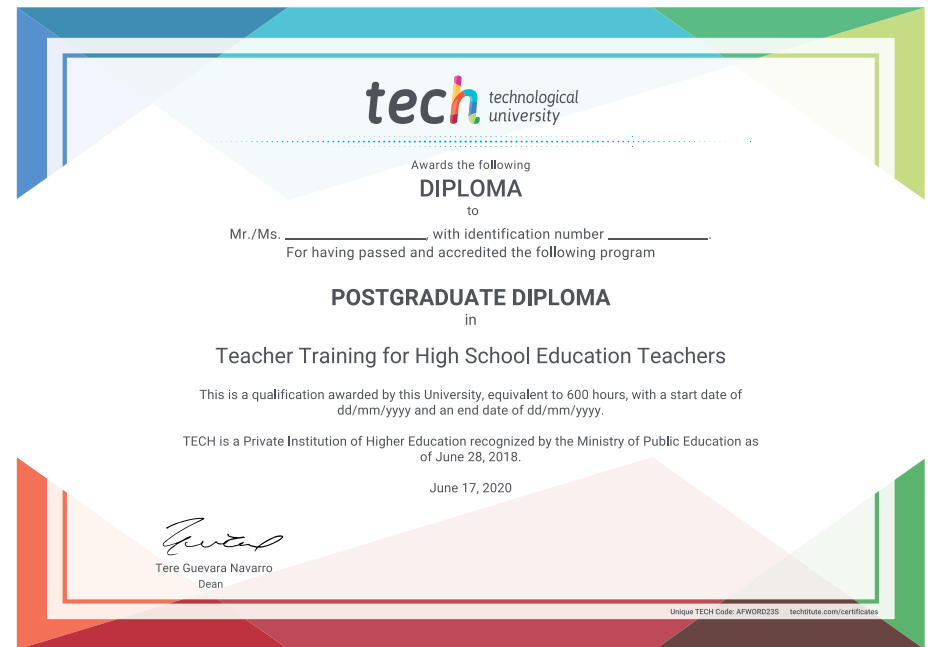
This **Postgraduate Diploma in Teacher Training for High School Education Teachers** contains the most complete and up-to-date program on the market.

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 Teacher Training for High School Education Teachers**

Official N° of Hours: **600 h.**



*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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education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development lang
virtual classroom



Postgraduate Diploma Teacher Training for High School Education Teachers

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

Postgraduate Diploma Teacher Training for High School Education Teachers

