

Postgraduate Certificate

Role of the Family and Community in Inclusive Schools



Postgraduate Certificate

Role of the Family and Community in Inclusive Schools

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Technological University
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/psychology/postgraduate-certificate/role-family-community-inclusive-schools

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01

Introduction

The educational system plays a very important role in the education of children and young people. But undoubtedly, the family is the social agent that will most influence the personality and behavior of the child. However, parents are not born learned, therefore, on many occasions the intervention of professionals is necessary to re-establish the parent-child relationship and provide parents with the tools they need to continue with their education. It is around this idea that this degree has been built, which delves into the importance of the family and the benefits that their participation in educational environments can bring. In addition, several sections are reserved to deal with learning communities and their advantages. All this, through a 100% online modality and without timetables, which favors organization and, therefore, learning.



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In this course you will work with the latest studies on the importance of family presence in educational environments”

There is no exact formula for properly educating young people. The circumstances are very diverse and the factors involved even more so. However, by following more or less standardized patterns, considerable success rates can be achieved. Patterns that have been collected in this program and that will be explained by prestigious professionals.

The syllabus begins by defining the concept of family and its historical evolution, as well as the family models that exist today. To be introduced later on into family participation in educational environments. Analyzing the different agents involved, detailing the types of participation and providing different tools to improve this participation.

In the final part of the program, the conceptual framework and characteristics of learning communities are discussed in depth. In addition, together with the teachers, we will work on the definition of the necessary resources to create a learning community.

On the other hand, all these contents will be taught in an online modality, without timetables, and with all the syllabus available from the first moment. Thus favoring the work-life balance and, therefore, enhancing learning.

This **Postgraduate Certificate in the Role of the Family and Community in the Inclusive Schools** contains the most complete and up-to-date program on the market.

The most important features include:

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



Throughout the program you will observe how the concept of family has evolved throughout history so that you will understand the current situation"

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Children require specific attention depending on their family model. Enroll and acquire the skills to provide individualized care"

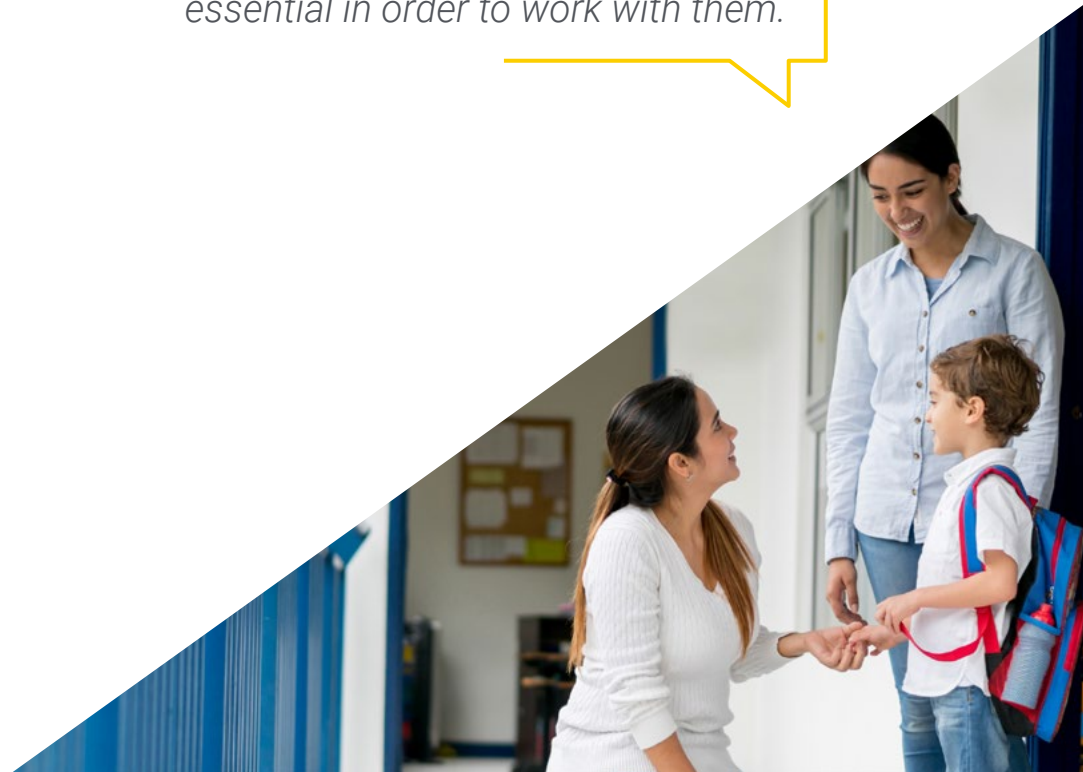
The program's teaching staff includes professionals from the field who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the academic year. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

By taking this course you will learn the most appropriate ways to intervene in families who are not participating in the school environment.

Knowing about the diversity of family models included in this program is essential in order to work with them.



02

Objectives

Through this Postgraduate Certificate, the role played by the family and the child's environment in the creation of inclusive educational spaces will be known. Providing, in addition, the tools to intervene in cases where this participation is deficient. In this sense, graduates will work with the different family models existing today, as well as with the different forms of family participation.



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Enroll in this program and start making your school an inclusive and participatory environment”



General Objectives

- Understand the importance of the family in creating inclusive environments
- Know the other agents involved in the creation of an inclusive environment

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Through this program you will discover how to redefine the role of the AMPA in your center"





Specific Objectives

- ♦ Define the types of families that exist
- ♦ Apply Techniques and Strategies for Intervention with the Diversity of Families
- ♦ Explain how to work with these families from the Inclusive School
- ♦ Give Guidelines to get families actively involved in the Educational Process of their children
- ♦ Analyze the Role of Society in the Inclusive School
- ♦ Describe the role of families in Learning Communities
- ♦ Develop the student's ability to develop their own methodology and work system

03

Course Management

Graduates of the Postgraduate Certificate in the Role of the Family and Community in Inclusive Schools will have the opportunity to work alongside teachers and psychologists with extensive experience in the educational field. Professionals who know perfectly the role played by families, as well as the most effective ways to address them in case of lack of participation.





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The faculty of this postgraduate Certificate will provide you with the most effective ways to intervene with families who are not involved in the educational setting”

Management



Mr. Notario Pardo, Francisco

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

Professors

Ms. Antón Ortega, Noelia

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

Ms. Antón Ortega, Patricia

- ♦ Psychologist at CIAF Family Foster Care Intervention Center of Alicante
- ♦ Postgraduate Certificate in Social Work and Degree in Psychology
- ♦ Postgraduate degree in clinical psychopathology and in foster care and adoption
- ♦ Master's degree in children and youth at social risk
- ♦ Expert degree in psychological disorders in childhood and adolescence
- ♦ Specialist in child abuse and cognitive-behavioral therapy in childhood and adolescence

Ms. Beltrán Catalán, María

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

Dr. Carbonell Bernal, Noelia

- ♦ Educational Guidance Counselor at the Educational Department of the Region of Murcia
- ♦ PhD in Educational Psychology at the University of Murcia
- ♦ Master's Degree in Teacher Training from the University of Murcia
- ♦ Master's Degree in Clinical Psychology from the San Antonio of Murcia Catholic University
- ♦ Teacher - UNIR Degree in Primary Education
- ♦ Professor of the Degree in Early Childhood Education at the VIU
- ♦ Member of the Teaching Staff at Camilo José Cela University

Ms. Chacón Saiz, Raquel

- ♦ Pedagogue expert in educational guidance and school services
- ♦ Civil servant of the Department of Education and Science of the Valencian Community
- ♦ Master's Degree in Education and Sociocultural Animation from the University of Valencia
- ♦ Degree in Pedagogy from the University of Valencia

Ms. Pérez López, Juana

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





Ms. Tortosa Casado, Noelia

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

04

Structure and Content

This program has two distinct parts. The first part defines the concept of family and its different models. As well as the different forms of family participation in educational environments and the most useful tricks to improve this participation. In the second part, we will work with the definition and characteristics of learning communities and we will teach the most appropriate methods to create them.





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TECH teachers have designed a comprehensive curriculum that will allow you to build inclusive educational environments with highly satisfactory results”

Module 1. The Role of the Family and the Community in Inclusive Schooling

- 1.1. The Diversity of Current Family Models
 - 1.1.1. Definition of Family Concept
 - 1.1.2. Evolution of Family Concept
 - 1.1.2.1. The Family in the 21st Century
 - 1.1.3. Family Models
 - 1.1.3.1. Types of Family Models
 - 1.1.3.2. Educational Styles in Family Models
 - 1.1.4. Educational Attention to the Different Family Models
- 1.2. Family Involvement in the School
 - 1.2.1. The Family and the School as Developmental Environments
 - 1.2.2. The Importance of Cooperation between Educational Agents
 - 1.2.2.1. The Management Team
 - 1.2.2.2. The Teaching Team
 - 1.2.2.3. The Family
 - 1.2.3. Types of Family Participation
 - 1.2.3.1. Direct Participation
 - 1.2.3.2. Indirect Participation
 - 1.2.3.3. Non-Participation
 - 1.2.4. Parent Schools
 - 1.2.5. The Parent-Teacher Association (PTA)
 - 1.2.6. Difficulties in Participation
 - 1.2.6.1. Intrinsic Participation Difficulties
 - 1.2.6.2. Extrinsic Participation Difficulties
 - 1.2.7. How to improve Family Participation?
- 1.3. The Family and the School as Developmental Environments
- 1.4. Society and Inclusive School
- 1.5. Learning Communities
 - 1.5.1. Conceptual Framework of Learning Communities
 - 1.5.2. Characteristics of Learning Communities
 - 1.5.3. Creation of a Learning Community
- 1.6. Creation of a Learning Community





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The Relearning methodology proposed by TECH favors the assimilation of concepts without the need to dedicate excessive hours to study”

05

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH we use the Case Method

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

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



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

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Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

The psychologist will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

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

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

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Latest Techniques and Procedures on Video

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



Interactive Summaries

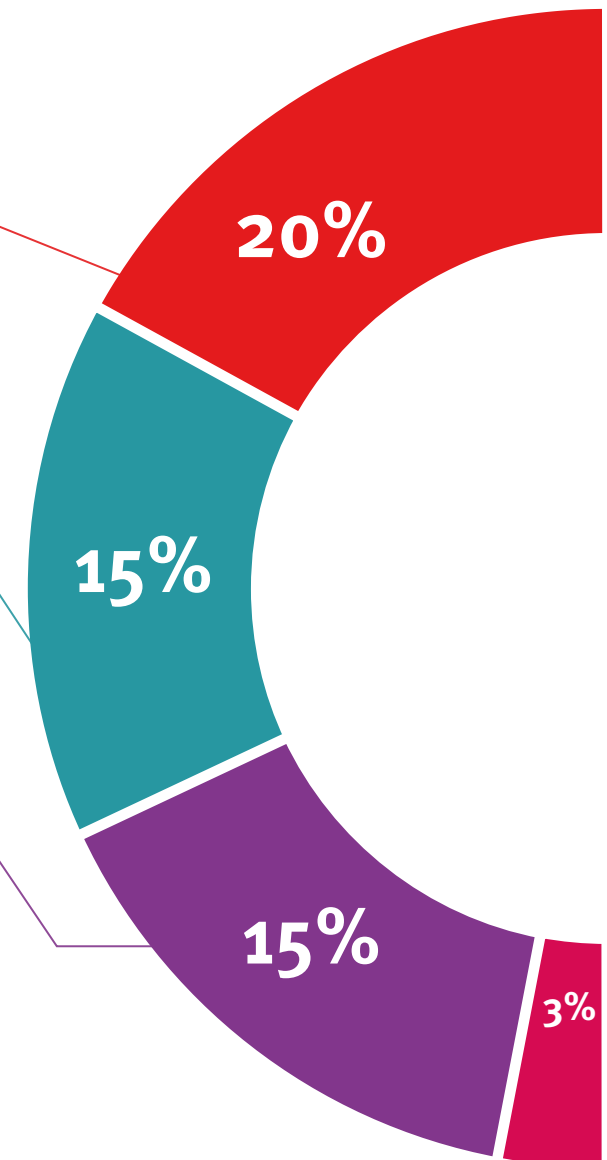
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

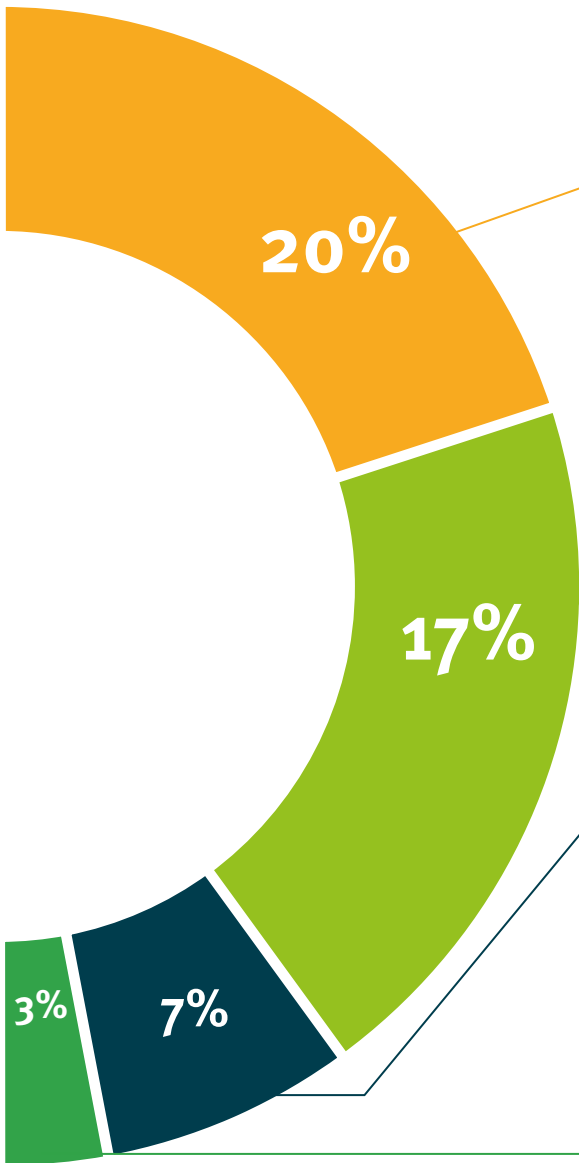
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

Certificate

The Postgraduate Certificate in Role of the Family and Community in Inclusive Schools guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate 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 Certificate** 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 Certificate** 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 Certificate in Role of the Family and Community in Inclusive Schools**

Official N° of Hours: **150 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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