# Postgraduate Certificate

## Teacher preparation for Inclusive Schools

**tech** technological university

## Postgraduate Certificate
## Teacher preparation for Inclusive Schools

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

Website: **www.techtitute.com/us/psychology/postgraduate-certificate/teacher-preparation-inclusive-schools**

# Index

# 01
# Introduction

If a child is not educated in sexual diversity, two things can happen. If they are homosexual, they will spend part of their life feeling different. If they are not, they will tend to discriminate against those who are, until the time comes when they decide what their position will be. This is just one example, but it serves to demonstrate the consequences of an education without a perspective of inclusiveness. For this reason, degrees such as the present one are necessary for teachers to acquire knowledge in this area. In addition to the tools to transmit it adequately to their students. All this, elaborated from the latest theories and research related to the inclusive school so that in this way learning is carried out based on high quality standards. Contents that, in turn, will be available in a 100% online mode and without timetables. Thus favoring the personal and work balance.

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*This program has been developed on the basis of the latest studies on inclusiveness, thus contemplating the greatest number of possible perspectives"*

Generating an environment of integration and equality in the classroom is complicated, because at home, each student has received a very different education. That is why it is so important that the teacher's interventions are aligned to certain standards of inclusiveness.

In this sense, TECH has developed a qualification that will allow teachers to acquire knowledge oriented to inclusive schooling. First of all, by reviewing the historical evolution of teacher training. As well as a definition of the challenges faced today along with its legal framework.

Subsequently, it introduces the characteristics, basic principles and objectives of the inclusive school. It also provides the main theories and models. Oriented to teachers' learning and the emotional competences they must acquire.

These contents will be taught in a totally online modality, without timetables and with the syllabus available in its entirety from the first day. This way, personal work-life balance is favored and, therefore, learning is enhanced.

This **Postgraduate Certificate in Teacher Preparation for Inclusive School** contains the most complete and up-to-date scientific program on the market. The most important features include:

- The development of case studies presented by experts in teacher preparation for inclusive schooling
- 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

*"The syllabus includes some success stories so that you can understand the characteristics of a program with an adequate inclusive perspective"*

" *In this course you will learn the most effective theories and models, so that you can transmit the equality perspective to your students in an adequate way"*

*TECH teachers will help you internalize the foundations on which the inclusive school is based, so that you do not lose sight of the objective it pursues.*

*Teacher training has specific criteria. Enroll and find out what they are so that you can effectively internalize the contents.*

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

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

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

## 02
# Objectives

Graduates of this Postgraduate Certificate will be prepared to transmit concepts related to inclusiveness to their students. Through the most recent research and the most effective techniques, teachers will be able to learn the basics of the inclusive school. They will also acquire the necessary tools to transmit them correctly. Always, with the objective of generating an optimal classroom climate.

tech

*In addition to the contents of the program itself, in TECH you will learn techniques to internalize certain elements of everyday life. Thus turning learning into a constant"*

## General Objectives

- Know the particularities of teacher-oriented learning
- Define the knowledge in inclusiveness that a teacher must have and the methods to achieve it

*Thanks to TECH you will master emotional intelligence so that you can control the way your students perceive what you teach them"*

## Specific Objectives

- Describe a historical evolution of exclusivity in the classroom
- Interpret the main sources of inclusive scope
- Analyze the main components for teacher learning
- Instruct on different models of Inclusive Schooling
- Inform on legislation pertaining to inclusive education
- Use tools for learning in the field of exclusivity
- More effective interpretation of inclusive schooling

# Course Management

TECH's faculty is composed of professionals trained in teaching other teachers. They have mastered the specific techniques and criteria required. In addition, their experience in the application of inclusive perspectives will enable graduates to extrapolate this knowledge directly to the classroom.

*The TECH faculty will provide you with their experience in the application of equality perspectives on the part of the student. So you can get an idea of what you will encounter when it's your turn to teach them"*

## Management

### Mr. Notario Pardo, Francisco

- 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 Expert in "Intervention with families at risk 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 competencies, 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 Psychotology
- Postgraduate degree in clinical psychopathology and in foster care and adoption.
- Master's degree in children and youth at social risk
- Expert degree in psychological disorders in childhood and adolescence.
- Specialist in child abuse and cognitive-behavioral therapy in childhood and adolescence.

### Dr. 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.
- Recipient of the 2019 Youth Prize for Scientific Culture, awarded by the Council
- Research Council (CSIC) and the Seville City Council

**Ms. Pérez López, Juana**
- Director of the Anda Conmigo Centers. Child therapy center. Early Care
- Production in Pedagogical Reeducation. Freelance Pedagogical Advisor/Children and Primary School, School supplies. 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. Carbonell Bernal, Noelia**
- 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
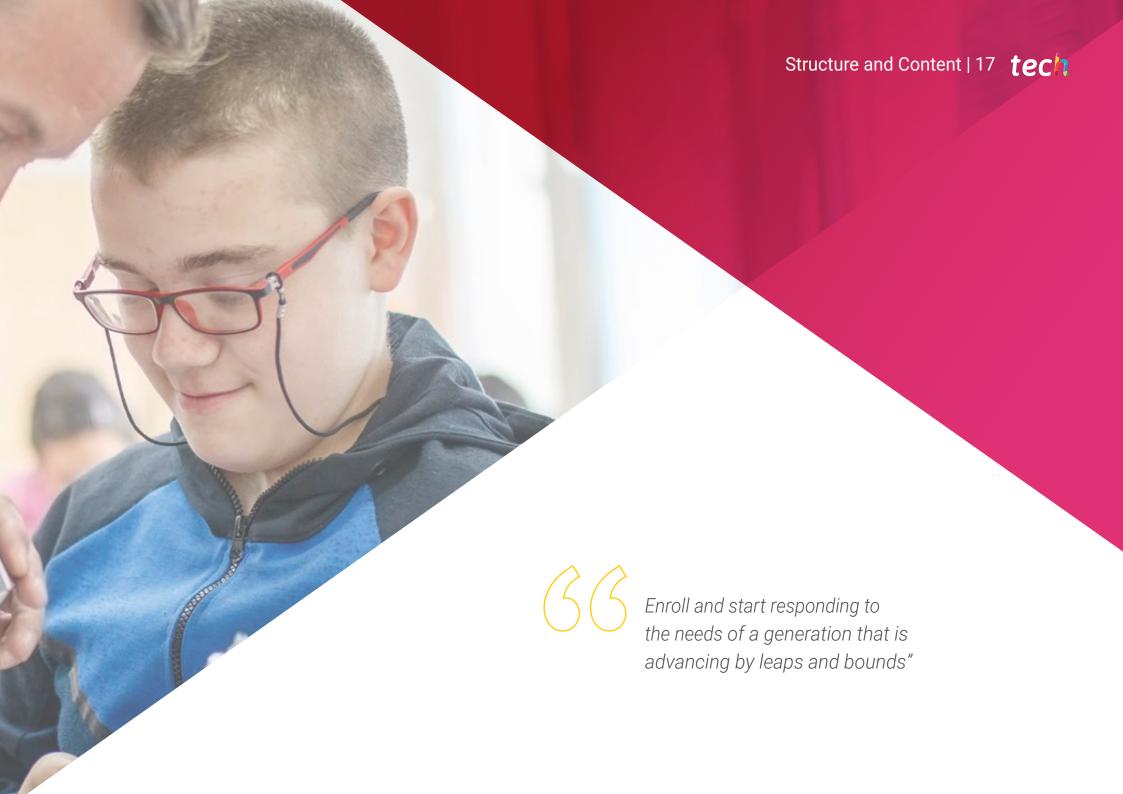- Member of the Teaching Staff at Camilo José Cela University.

**Ms. Chacón Saiz María Raquel**

- 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. 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-Shart
- 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 Postrgraduate Certificate in Social Work, minors at social risk. University of Alicante
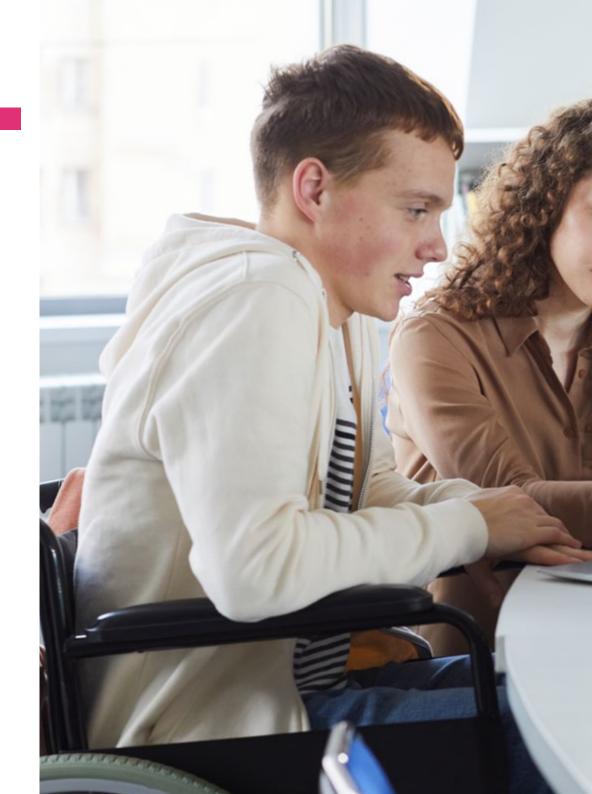
## 04
# Structure and Content

The syllabus elaborated for this Postgraduate Certificate stands out for its extension, due to the importance of the teacher when educating with equality. Therefore, the contents approach the inclusive school from all possible perspectives. From its historical evolution to the latest models and techniques. Thus, teachers will have all the tools they need to instill values such as respect and integration in their students.

*Enroll and start responding to the needs of a generation that is advancing by leaps and bounds"*

## Module 1. Teacher Preparation for Inclusive Schools

1.1.    Historical and Teacher Education Evolution
    1.1.1.    The Old Paradigm: "Normal Schools"
        1.1.1.1. What is meant by normal schools?
        1.1.1.2. Main Characteristics of Normal Schools
        1.1.1.3. The Moyano Law
    1.1.2.    Teacher Training in the XX Century
        1.1.2.1. Teacher Training at the Beginning of the Century
        1.1.2.2. Teacher Training in 1914
        1.1.2.3. Education in the Second Republic
        1.1.2.4. Teacher Training During Franco's Dictatorship
        1.1.2.5. The General Education Law of 1970
        1.1.2.6. The Democratic Period LOGSE
    1.1.3.    Teacher Training in the XXI Century
        1.1.3.1. Main Aspects of Teacher Training
        1.1.3.2. New Challenges in Education
    1.1.4.    Legal Framework
        1.1.4.1. International Regulations
1.2.    Contextualization of the Inclusive School
    1.2.1.    Main Features
        1.1.2.1. Basic Principles
        1.1.2.2. Objectives of Today's Inclusive School
1.3.    Teacher Training for Inclusive Education
    1.3.1.    Previous Aspects to Consider
        1.3.1.1. Basis and Purpose
        1.3.1.2. Essential Elements of the Initial Training
    1.3.2.    Main Theories and Models
    1.3.3.    Criteria for the Design and Development of Teacher Education
    1.3.4.    Continuing education
    1.3.5.    Profile of the Teaching Professional
    1.3.6.    Teaching Skills in Inclusive Education
        1.3.6.1. The Support Teacher Functions
        1.3.6.2. Emotional Skills

*The relearning methodology employed at TECH will allow you to conduct learning processes without the need for excessive study hours"*

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.

"

*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"*
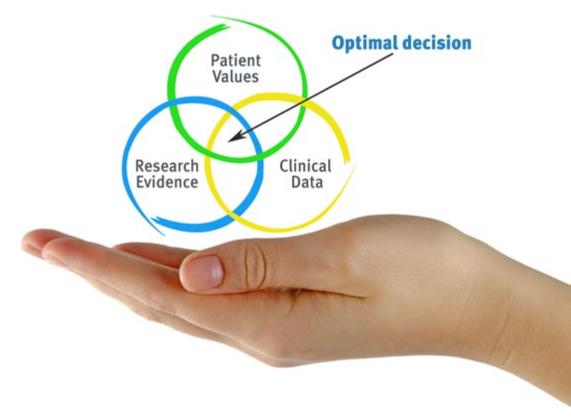
## At TECH we use the Case Method

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.

> *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.
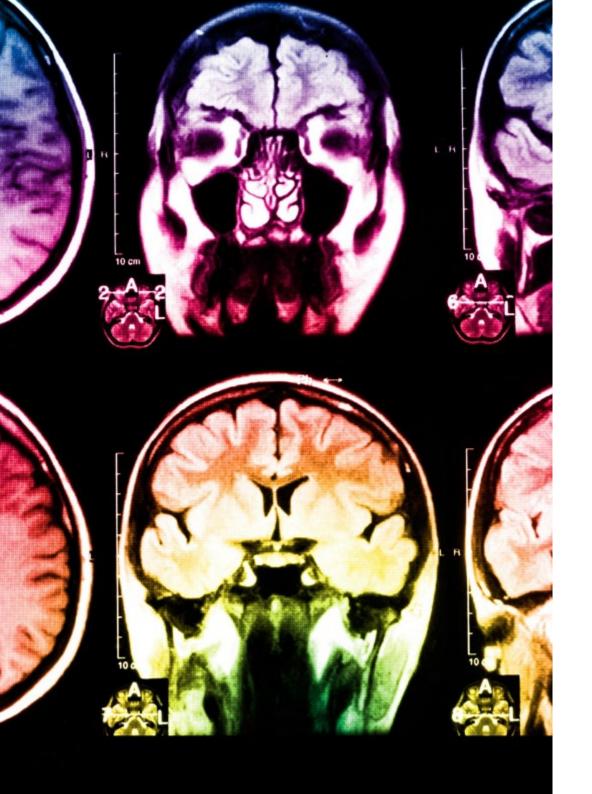
## Relearning Methodology

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.*

01 learning from evidence

02 relearning from evidence

03 testing

04 learning from an expert

05 neurocognitive context dependent learning

06 Von-Restorff effect

07 case based learning through storytelling

08 competencies testing (retesting)

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.

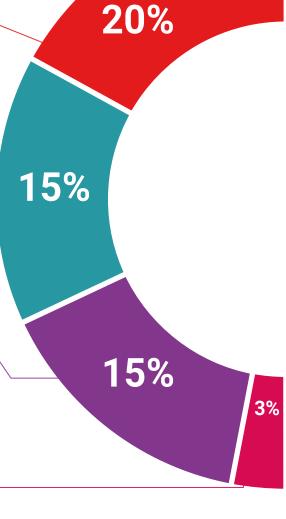### Latest Techniques and Procedures on Video

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.

**20%**

**15%**

**15%**

**3%**

**20%**

**17%**

**7%**

**3%**

### 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

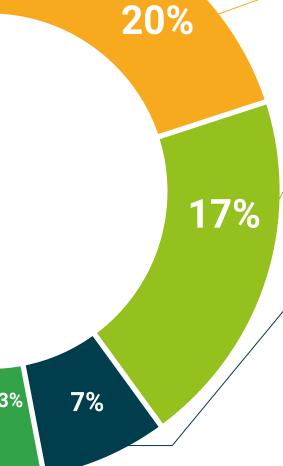There is scientific evidence suggesting that observing third-party experts can be useful.

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 Teacher Preparation for 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 in Teacher Preparation for Inclusive Schools** contains the most complete and up-to-date scientific 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 Teacher Preparation for Inclusive Schools**

Official Nº of Hours: **150 h.**

tech technological university

Awards the following

**DIPLOMA**

to

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

For having passed and accredited the following program

**POSTGRADUATE CERTIFICATE**

in

Teacher Preparation for Inclusive Schools

This is a qualification awarded by this University, equivalent to 150 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

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country.    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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guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present quality
online training
development languages
virtual classroom

**tech** technological university

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