

Academic Year/course: 2022/23

63317 - Educational Guidance in Schools

Syllabus Information

Academic Year: 2022/23

Subject: 63317 - Educational Guidance in Schools

Faculty / School: 107 - Facultad de Educación

Degree: 584 -

604 -

ECTS: 6.0

Year: 1

Semester: First semester

Subject Type: 584 - Optional

604 - Compulsory

Module:

1. General information

1.1. Aims of the course

- Understand the evolution of guidance models.
- Being able to make guidance planning proposals in different contexts.
- Assess collaborative proposals with the educational community to develop actions in the field of guidance.

1.2. Context and importance of this course in the degree

This subject covers the understanding of the different orientation models for future professionals who work as counselors in the Spanish educational system. In the same way, it raises the importance of analyzing and valuing the collaborative and community strategies of the guiding action.

This is one of the basic contents for the exercise of the guiding activity.

The subject is in line with current social issues, therefore with the 2030 Agenda proposed by the United Nations to promote more sustainable development.

In this sense, in this subject it aims to train future teachers, with commitment, motivation and active participation to achieve the SDGs of the 2030 Agenda. To do this, the acquisition of knowledge, skills and attitudes is promoted in students that empower people as agents of change.

Likewise, through education, the aim is to make students aware of the achievement of all the Sustainable Development Goals:

SDG 3. Guarantee a healthy life and promote well-being for all at all ages.

SDG 4. Guarantee inclusive and equitable quality education and promote lifelong learning opportunities for all.

SDG 5. Achieve gender equality and empower all women and girls. SDG 10. Reduce inequalities.

SDG 16. Promote peaceful and inclusive societies for sustainable development. SDG 17. Strengthen Alliances for Sustainable Development.

1.3. Recommendations to take this course

This is a subject of Module I of a general and professional nature, specific to the orientation specialty, so it does not require prerequisites.

2. Learning goals

2.1. Competences

This course is related to the following basic skills:

CB6, CB7, CB8, CB9 and CB10 and the general skills (CG01, CG02 and CG03) of the Master. And the transversal competences CT01 to CT10.

Specific skills:

CE02 - Understand and question the guidance model demanded by today's society, its skills and the profile of the counselor

CE03 - Accept and understand the need for an ethical commitment based on the ability to criticize and self-criticize and the ability to show attitudes consistent with ethical and deontological conceptions

CE04 - Identify, recognize and apply the regulations of the educational system and the basic elements of the organizational model of the centers and their link with the political and administrative context, and quality improvement models with application to the educational centers

CE06 - Analyse, assess and participate in the definition of the educational project and in the general activities of the center, according to criteria of quality improvement, attention to diversity, prevention of learning and coexistence problems, reception of immigrant students, as well as promote actions of emotional education, in values ??and citizen training

CE09 - Analyze and assess the relationships between the school, the family and the community in order to be able to carry out the educational task from an integrated perspective

CE10 - After a reflection on the concept of "school community" and the characteristics and contributions that its different members can make, with special attention to the role of the family, look for channels that favor interaction and communication among them

CE11 - Design and implement educational proposals that respect the principles of equity, equal rights and opportunities, linked to the achievement of fundamental human rights, within the framework of a multicultural, inclusive and tolerant society

CE14 - Facing attention to diversity, making use of the resources and psycho-pedagogical support available at the center

CE21 - Develop, learn and practice training methodological strategies that allow the introduction of student participation in classes

CE22 - Develop and support active and collaborative learning strategies, using the collaborative work of the group of students as a measure of educational support for learning. Knowing how to create the conditions so that this condition can occur. Provide evaluation techniques for group work

CE24 - Develop strategies that favor attention to equity, emotional and values ??education, equal rights and opportunities between men and women, citizen training and respect for human rights that facilitate life in society

CE26 - Identify, recognize and apply the fundamental bases of tutoring and guidance, and plan, implement and evaluate strategies adapted to students and families, in order to improve personal and professional development and progress and to facilitate continuity of education. academic life and/or transition to working life

2.2. Learning goals

The student, to pass this course, must demonstrate the following results...

1. Understand the implications of the different orientation models in the current educational system.
2. Know the essential references to prepare planning documents for educational guidance for prevention, development and attention to diversity.
3. Inquire about the multiple pedagogical references of guidance in school contexts.
4. Define planning proposals for guiding action in school contexts.
5. Identify the contributions of educational guidance in the functioning of the school and other educational contexts.
6. Analyze and assess collaborative and community strategies in the development of the guiding action.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

The student must demonstrate that they have achieved the expected learning outcomes through the following assessment activities.

Formative and summative assessment

? Dossier: directed work, which will include all those activities carried out throughout the course (individual and group) among which there will be at least one work carried out in a small group (3-5 students). Among the activities, at least one work will be carried out aimed at the design and realization of a didactic planning in relation to the Attention to Diversity Plan

? Written exercise on the contents and skills covered in the subject

Global Test (first call)

1.- The global test of the subject will include the same activities as the formative and summative evaluation.

DEMAND LEVELS (Qualification criteria and requirements to pass)

? Formal aspects (presentation, spelling, writing...)

? Adaptation to the planned content with the consultation of different sources of information, critically, coherently and based on theoretical and practical references, according to the functions of educational orientation.

SECOND CALL

The characteristics and contents are the same as those of the first. The parts passed in the first call will be saved for the second. Those who, in the first call, have not passed any of the parts of the aforementioned global test, must present themselves and pass said part in the second call.

FIFTH AND SIXTH CALL

The characteristics and contents are the same as those of the first. The parts passed in the first call will be saved for the second. Those who, in the first call, have not passed any of the parts of the aforementioned global test, must present themselves and pass said part in the second call.

Total or partial fraud or plagiarism in any of the evaluation tests will lead to the subject failing with the minimum grade, in addition to the disciplinary sanctions that the guarantee commission adopts for these cases.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The learning process that has been designed for this subject is based on the following:

The subject will be developed from the thematic nuclei, giving them an integrating character through the different activities and tasks. These will be supported by tutored work class sessions, both individual and group, and autonomous individual work.

In addition, the support of the virtual platform (Moddle) may be used by the teacher as a means of access to information, documentation and materials and of contact between students and between them and the teaching team.

4.2. Learning tasks

1. Expository-participatory classes
2. Basic readings
3. Review of Center documentation
4. Proposal for teaching planning in relation to the Attention to Diversity Plan.
5. Directed work

The approach, methodology and evaluation of this guide is prepared to be the same in any teaching scenario. They will be adjusted to the socio-sanitary conditions of each moment, as well as to the indications given by the competent authorities.

4.3. Syllabus

1. The evolution of orientation models in the educational system.
2. The planning of educational guidance for prevention, development and attention to diversity in schools.
Center Educational Project,
Annual General Programming,
Stage Curriculum Project
Orientation and Tutorial Action Plan, including the Academic and Professional Orientation Plan
Plan attention to diversity
Coexistence Plan
internal regulations
Other plans of the center
3. The integration of educational guidance in the functioning of the school: collaborative and community dynamics.
Teaching coordination and channels of collaboration and dynamization
Collaboration and coordination in carrying out the didactic programs in accordance with the Diversity Attention Plan.