

## **GUIDANCE AND TUTORING**

M. Angeles de la Caba

### **Description of the course**

This course aims to explore the basic, specific elements of the guidance tasks undertaken by educators (teachers, tutors and guidance counsellors). It also aims to highlight the importance of the class group, with the aim of training students to establish intervention and tutorial action plans adapted to the specific needs of the target group, as a complement to individual projects.

## **Competences**

To acquire a professional awareness of what it means to be an educator.

To learn about and make use of the elements which foster positive interactions in educational relations with teachers, students, families and the local community.

To develop the ability to work as part of a team, bearing in mind that guidance is a team effort.

To view guidance, and especially tutorial work, as an intervention activity for prevention and for developing intellectual, social, emotional and ethical competences.

To design, develop and assess a tutorial action plan which focuses specifically on building the competences required by students to realise their personal and professional ambitions.

## Themes

### 1.- GUIDANCE IN THE EDUCATION SYSTEM

- Guidance: evolution of the concept "Guidance": general principles of guidance intervention. Guidance areas.
- The Guidance Department in secondary schools: structure of Guidance services. Collaboration with families and other educational stakeholders
- Guidance functions: teachers, tutors and guidance counsellors. Guidance as a responsibility and basic activity of all those involved in education; tutoring as a basic element of teaching practice; the role of guidance counsellors in schools and the advice provided by educational guidance services to tutors and teachers.

### 2.- TUTORING

- Development of a Tutorial Action Plan: The role of tutors and guidance counsellors in psychological assessment and the development of individual and group programmes.
- Tutor functions: learning and socialisation, the role of tutors in education and the development of cooperative, democratic and civic attitudes; socialisation, peaceful and harmonious coexistence and diversity.
- Tutoring as a framework for prevention and for the development of intellectual, emotional, social and ethical competences in secondary schools. Tutorial action programmes: classroom intervention programmes for intellectual, emotional, social and ethical development; technology and intervention programmes. Peer tutoring.

### 3.- GROUP-CLASS INTERPERSONAL RELATIONS AND GUIDANCE

- The role of personal relations: personal self-esteem and the development of interpersonal relationship competences (stimulation skills and the ability to facilitate communication).
- Relations with the group-class: the role of educators in building group-class relations. Group dynamics and techniques: procedures for stimulating group-building; negotiation of roles and establishment of classroom rules.
- Conflict resolution in secondary schools: conflicts between peers and discipline-related conflicts; prevention of school bullying; the role of educators and the group as a means of protecting against possible situations of school bullying.
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### **Assessment**

Practical assignments: 1 point

Individual work (portfolio): 3 points

Group work: 3 points

Theoretical and practical exam: 3 points

## Bibliografia

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## Oinarritzko esteka interesgarriak

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WebpuntoESO. Javier Longo  
<http://idd00f0b.eresmas.net/index.htm>

Recursos para orientadores en apuros. Francisco Jose Hernandez  
<http://chopo.pntic.mec.es/~fferna23/>

