

PERSONAL AND SOCIAL GUIDANCE:
EDUCATIONAL STRATEGIES FOR ACQUIRING EMOTIONAL,
SOCIAL AND ETHICAL COMPETENCES

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Description

The principal personal and social competences required by guidance counsellors for their job are analysed, and guidelines are provided for educational intervention in the fields of emotional, social and ethical development.

Competences

To be aware of the key role played by teachers in the development of emotional, social and ethical competences.

To strengthen awareness of the importance of having good professional self-esteem and of developing students' own personal and social competences.

To identify and make use of educational resources for fostering analytical skills in relation to individual cases and programmes, learning how to decide which resources to use in each individual context.

To learn about the principal guidelines for prevention and for fostering personal and social development from the perspective of collaboration between educational stakeholders (teachers, families, local community).

To value group work in teaching as an instrument of collaboration with other educational stakeholders.

To use simple evaluation instruments (observation, interviews, scales) to assess personal and social competences.

Syllabus

1.- “Social-personal” curriculum

- The origins and development of Personal and Social Guidance.
- The personal and social curriculum, from the perspective of an integrating framework.
- Guidelines for the analysis, design and assessment of programmes designed to foster personal, social, emotional and ethical development

2.- Personal and social competences of educators

- The role of personal and professional self-esteem.
- Communication as an educational instrument.
- The role of educators as guarantors of positive interaction experiences within the group.
- Group work and collaboration.
- The role of educators in relational dynamics: authority-conflicts, limits, models, sharing responsibility, participation in the decision-making process
- The role of technology in personal and social development.
- Collaboration with families and local community.

3.- Educational intervention and programme development

- Prevention of and learning to cope with emotional and behavioural difficulties.
- Personal development and peaceful and harmonious coexistence.
- Conflicts as an educational opportunity: negotiation and mediation.
- Prevention of and dealing with bullying.
- Democratic values and intercultural citizenship.
- Gender equality in interpersonal relations and group interactions.

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