



IDENTIFYING DATA

Guidance and Tutorial Function

Subject	Guidance and Tutorial Function			
Code	O02M066V02101			
Study programme	Máster Universitario en Profesorado en Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanzas de Idiomas. Especialidad: Ciencias Experimentales. Matemáticas y Tecnología			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	3.5	Mandatory	1st	1st
Teaching language	Spanish Galician			
Department				
Coordinator	Fernández Guerra, Ernesto			
Lecturers	Diéguez Ruibal, José Luis Fernández Guerra, Ernesto			
E-mail	efguerra@uvigo.es			
Web	http://			
General description	The main paper of this subject in the *Máster of teaching staff of secondary is helped to comprise, through the information, the activity and the reflection, the concept, sense and *funcions of the orientation and *tutoría in the teaching centres in the that imparts the stage of secondary education.			

Training and Learning Results

Code	
B1	
B4	
B6	
B7	
B9	
B11	
B13	
B18	
C3	(*)Elaborar propostas baseadas na adquisición de coñecementos, destrezas e aptitudes intelectuais e emocionais.
C4	(*)Identificar e planificar a resolución de situacións educativas que afectan a estudantes con diferentes capacidades e ritmos de aprendizaxes.
C7	(*)Coñecer e aplicar recursos e estratexias de información, tutoría e orientación académica e profesional.
C10	(*)Relacionar a educación co medio e comprender a función educadora da familia e a comunidade, tanto na adquisición de competencias e aprendizaxe como na educación no respecto dos dereitos e liberdades, na igualdade de dereitos e oportunidades entre homes e mulleres e na igualdade de trato e non discriminación das persoas con discapacidade.
C12	(*)Adquirir habilidades sociais na relación e orientación familiar.
C25	(*)Analizar críticamente o desempeño da docencia, das boas prácticas e da orientación utilizando indicadores de calidade.
D1	(*)Utilizar bibliografía e ferramentas de procura de recursos bibliográficos xerais e específicos, incluíndo o acceso por Internet.

D2 (*)Xestionar de forma óptima o tempo de traballo e organizar os recursos dispoñibles, establecendo prioridades, camiños alternativos e identificando erros lóxicos na toma de decisións.

D3 (*)Potenciar a capacidade para o traballo en contornas cooperativas e pluridisciplinares

Expected results from this subject

Expected results from this subject	Training and Learning Results
Comprise the concepts of orientation and of *tutoría as well as his relations with the teaching function.	B1 B11 B13 C7 C25 D1
Value the importance of the orientation and of the *tutoría in the teaching in secondary.	B1 B13 C7 C10
Sensitize to the teaching staff of the need to take part actively in the orientation and *tutoría systematic of the his students/them.	B11 C25 D3
Know the main legislative references related with the orientation and the *tutoría.	B4 B13 D1 D2
Comprise the organisation and the *estructura of the Plan of Action *Titorial stop a centre of *enseñanza.	B1 B6 B11
Delimit the functions, tasks, contents and shipping addresses of the intervention *titorial.	B11 B18
Know any techniques and instruments of work to employ in the realization of the *labor *titorial.	B6 C7 C12
Inform and *asesorar to the families concerning the process of *ensíño-learning of the his children as well as the personal orientation, academic and professional that need.	C10 C12 D3
Have of social skills and be able to apply strategies stop the resolution of *conflictos.	B18 C3
Be able to board and resolve problems of discipline in the classroom.	B7 B9 B18
Be the one who to promote and keep the communication with the family and the *entorno.	C10 C12
Be able of *diseñar and apply programs of attention to the students and to the diversity, as well as of support to the families.	B7 C4 C10 D1 D2

Contents

Topic	
1. Conceptual bases of the disciplinary field.	1.1. Concepts and principles of the Orientation. 1.2. The function *titorial: concept and contents.
2. Legislative bases of the orientation and function *titorial.	2.1. Of the organic laws to the decree 120/1998 and order of the Department of Education that develops it. 2.2. Other disposals related with the Orientation and the *tutoría: organic regulations of the centres, curriculum, evaluation *psicopedagóxica and attention to the diversity.
3. Diagnostic, prevention and intervention in the difficulties of learning and of the attention to the diversity.	3.1. Functions of the diagnostic in the secondary education: preventive and corrective. 3.2. Diagnostic and attention to the diversity. 3.3. The diagnostic in the difficulties of learning.
4. Programs and strategies of intervention stop the attention to the diversity.	4.1. Programs of intervention in the attention to the diversity. 4.1. Main strategies.
5. Measures of attention to the diversity and *adaptacions curricular.	5.1. Measures of attention to the diversity. 5.2. The adaptations of the curriculum.

6. Design and development of the Plan of Action	6.1. Concept of plan of action *tutorial (PAT) stop the secondary education.
*Tutorial. Strategies and technical of orientation in the *tutoría.	6.2. Design, execution and evaluation of #a PAT in the secondary education.
	6.3. The activity *orientadora of the teaching staff *tutor: strategies and technical.
7. The participation of the families in centres and his orientation.	7.1. The relation families-teaching staff *tutor.
	7.2. The families in the takes of decisions in the centres of secondary.
	7.3. The orientation to the families since it *tutoría and the department of orientation of the centres.

Planning			
	Class hours	Hours outside the classroom	Total hours
Lecturing	13	24	37
Problem solving	4	30	34
Mentored work	1	13.5	14.5
Introductory activities	1	0	1
Objective questions exam	1	0	1

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
	Description
Lecturing	*Aportacións Theoretical.
Problem solving	Realization of exercises.
Mentored work	Works subject.
Introductory activities	Activities *introductorias.

Personalized assistance

Methodologies	Description
Problem solving	Help customized to focus correctly the problems or exercises proposed. It can rendered in the kind or was of her in schedule of *tutorías of the teaching staff. Of form *individualizada or attending to the team that request it.
Mentored work	The attention renders to the students to agree the subject or problem of one work envelope to *tutoría in secondary, facilitated an approach, a bibliography and a possible *estructura stop the same. *Asemade This help keeps along the work so that it serve of support and accompaniment of the students and *garantice a good end of the even.

Assessment		Qualification	Training and Learning Results		
	Description				
Problem solving	Proof in the that the student owes to solve a series of problems and/or exercises in a time/condition established/put them it professor and exposed in the kind. Of this way, the student owes to apply the knowledges that purchased.	30	B1 B4 B7 B11 B13 B18	C25	D1 D2
Mentored work	The student elaborates with the help of the professor/it a work which presents the result. To do it requires to recompile information and mobilize competitions purchased. It values the presentation, structure, quality of the contained, originality, innovation, documentary updating and delivery in the term established.	30	B1 B4 B6 B11	C3 C7 C10 C12	D1 D2 D3
Objective questions exam	The student will owe to obtain more of 50% of the note. The proof will consist in the realization of questions cut or type test.	40	B1 B4 B6 B7 B9 B11 B13 B18	C3 C4 C7 C10 C12 C25	D1 D2 D3

Other comments on the Evaluation

-To achieve a positive continuous evaluation, given the modality of teaching *presencial of the *Master, demands it the students an assistance *presencial of one minimum of 80% of the sessions (admissible to foul of 20% of the hours) besides of the realization and delivery of tasks *ponderables.- The terms of delivery of the activities, works, etc. They will be

communicated the first day of kind with the presentation of the program of the subject. It is necessary to respect strictly to be qualified in the continuous evaluation.- Global evaluation: The students that do not obtain a continuous positive envelope the parameters exposed previously, will be able to present a proof written (marked date in the calendar of the master for official examinations) envelope all the contents worked. This proof will be based in the rigour and profundization of the knowledges and competitions achieved by the students/them in the subject and will have a weight of 10 points (100% of the final note).

Sources of information

Basic Bibliography

ÁLVAREZ GONZÁLEZ, B., **Orientación familiar: intervención familiar en el ámbito de la diversidad**, 1, Sanz Torres, 2012

ÁLVAREZ, M. e BISQUERRA, R., **Orientación educativa: áreas, estrategias y recursos**, 1, Wolters Kluwer España., 2012

MARTÍN, E. y MAURI, T., **Orientación educativa. Atención a la diversidad y educación inclusiva**, 1, Graó, 2011

MONGE, C., **Tutoría y orientación educativa. Nuevas competencias** 1 Wolters Kluwer España 2009 Libro, 1, Wolters Kluwer España., 2009

SOBRADO, L., FERNÁNDEZ, E. e RODICIO, M. L. (coords.), **Orientación Educativa. Nuevas tendencias** 1 Biblioteca Nueva, 1, Biblioteca Nueva, 2012

Complementary Bibliography

ÁLVAREZ, M. e BISQUERRA, R. (Coords.), **Manual de Orientación y Tutoría**, 1, Praxis, 1998

LÓPEZ, N. e SOLÁ MARTÍNEZ, T., **Orientación escolar y tutoría**, 1, Grupo Editorial Universitario, 2005

LOZANO, J. CEREZO, M.C., ALCARAZ, S., **Plan de atención a la diversidad**, 1, Alianza Editorial, 2015

MARTÍN, E. e ONRUBIA, J., **Orientación y tutoría. Procesos de innovación y mejora de la enseñanza**, 1, Graó, 2011

MARTÍNEZ, M. de C.; ÁLVAREZ, B. e FERNÁNDEZ, A.P., **Orientación Familiar: Contextos, evolución e intervención**, 1, Sanz Torres, 2009

Revista Española de Orientación y Psicopedagogía,

Revista de Investigación Educativa RIE,

Revista de Educación,

Revista Galego-Portuguesa de Psicología e Educación,

CNICE- MEC, recursos para a Educación Secundaria Obrigatoria,

Recommendations

Subjects that continue the syllabus

Research and Innovation in Secondary Education/O02M066V02205

Internships/O02M066V02301

Subjects that are recommended to be taken simultaneously

Curriculum Design and the Organisation of Educational Centers/O02M066V02103

An Educational System and Education in Values/O02M066V02104

Technology and Informatics for Secondary School Teachers/O02M066V02208

Subjects that it is recommended to have taken before

Science and its Methodology for Teachers of Secondary Education/O02M066V02201

The Organisation of Lecture / Workshop in Technology/O02M066V02212