

# Postgraduate Certificate

## Educational Coaching: Beliefs, Values, and Identity





## Postgraduate Certificate Educational Coaching: Beliefs, Values, and Identity

- » Modality: Online
- » Duration: 12 weeks
- » Certificate: TECH Global University
- » Accreditation: 12 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/education/postgraduate-certificate/educational-coaching-beliefs-values-identity](http://www.techtute.com/us/education/postgraduate-certificate/educational-coaching-beliefs-values-identity)

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# 01

# Introduction

Current education is too focused on what to do (tasks) and how to do them (methods). But we often get carried away and confuse the purpose and meaning of education.

In education, there is a lot of talk about values that are not always exercised. There is and little discussion of limiting beliefs that produce educators who cannot get out of their small headspace or who feel powerless to break through their own truths and grow with their crises.



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*This Postgraduate Certificate in Educational Coaching: Beliefs, Values, and Identity will generate a sense of confidence in the performance of your profession, which will help you grow personally and professionally.”*

The revision of one's own beliefs is an exercise in growth that opens doors that make it possible to face the many challenges posed by education and places us in a creative attitude.

Values must be part of an active educational culture committed to its function of improving society, acting by revealing counter-values and fostering a critical attitude in that sense. The values of a center or institution must be known and shared, generating a collective way of being.

Coaching addresses generative processes because it is capable of delving into values, beliefs and identity. Identity questions teachers, students and educational institutions about who we are, and gives us direction and meaning.

This training makes professionals in this field increase their capacity for success, which results in a better praxis and performance that will have a direct impact on the educational treatment, on the improvement of the educational system and on the social benefit for the whole community.

Educational Coaching is a discipline within Coaching applied to Education, both formal and informal. Coaching needs to adapt to the context and exists according to the needs posed by that context, in this case the Educational context. It is not surprising that given the complexity of agents and processes in Education Educational Coaching can address needs in the various fields of teaching: in individual tutoring and learning or performance problems, in classroom management, conflict resolution, motivation for learning, leadership in groups of students or the challenges posed by the management of educational institutions.

Educational Coaching is not so much a methodology as an approach that provides its own tools in addition to the various educational approaches, and whose purpose is to generate changes and transformations for educational excellence.

This **Postgraduate Certificate in Educational Coaching: Beliefs, Values, and Identity** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ Development of Practice cases presented by experts in Educational Coaching: Beliefs, Values, and Identity
- ♦ 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.
- ♦ News on Educational Coaching: Beliefs, Values, and Identity
- ♦ It contains practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in Educational Coaching for teachers
- ♦ All of this will be complemented by 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



*Update your knowledge through the Postgraduate Certificate in Educational Coaching: Beliefs, Values, and Identity”*

“

*This Postgraduate Certificate may be the best investment you can make in selecting an up-to-date program for two reasons: in addition to updating your knowledge in Educational Coaching: Beliefs, Values, and Identity, you will earn a degree from TECH Technological University"*

It includes, in its teaching staff, professionals belonging to Educational Coaching: Beliefs, Values, and Identity, who bring to this education the experience of their work, as well as recognized specialists from leading societies and universities.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby the student must try to solve the different professional practice situations that arise throughout the program. To do so, the students will be assisted by an innovative interactive video system created by recognized experts in the field of Educational Coaching: Beliefs, Values, and Identity and with extensive teaching experience.

*Increase your decision-making confidence by updating your knowledge through this Postgraduate Certificate.*

*Take the opportunity to learn about the latest advances in Educational Coaching: Beliefs, Values, and Identity and improve your attention to your students.*



# 02

# Objectives

This Postgraduate Certificate in Educational Coaching: Beliefs, Values, and Identity is designed to facilitate the professional working with students with visual impairments.





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*This Postgraduate Certificate aims to update your knowledge in Educational Coaching: Beliefs, Values, and Identity, with the use of the latest educational technology, to contribute with quality and security to the decision making and monitoring of your students"*



## General Objectives

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- ♦ Provide students with advanced specialized training based on theoretical and instrumental knowledge
- ♦ Acquire and develop the competencies and skills necessary to obtain a qualification as an education professional with competencies in educational coaching, mediation and conflict resolution, learning motivation, emotional management and classroom leadership



*Take advantage of the opportunity and take the step to get up to date on the latest developments in Educational Coaching: Beliefs, Values, and Identity”*





## Specific Objectives

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- ♦ Know the basics and fundamentals of Educational Coaching
- ♦ Gain knowledge about educational and psychological theories related to Educational Coaching
- ♦ Understanding the need and search for meaning in coaching processes
- ♦ Assuming the importance of the dialogic encounter in Education
- ♦ Become familiar with the areas of action of Educational Coaching
- ♦ Know the benefits of the application of Coaching in educational contexts
- ♦ Knowing the competences of the teacher-coach
- ♦ Know the phases of the Educational Coaching process and know how to apply them to classroom groups
- ♦ Appreciating the potential role of Coaching in creating synergies in teaching teams
- ♦ Appreciate and understand the role of coaching in developing management skills
- ♦ Know the nature of beliefs and how they are formed
- ♦ Understand your ability to constrain or empower
- ♦ Know the main cognitive distortions
- ♦ Know how irrational ideas work
- ♦ Learn how to generate a growth mindset
- ♦ Generating transformational changes
- ♦ Appreciating the importance of values in Education
- ♦ Understand a deep sense of Personal Identity
- ♦ Know the Enneagram personality model and appreciate the various adaptation strategies of the enneatypes
- ♦ Be able to adequately address beliefs and values in Education.

# 03

# Course Management

The program includes in its teaching staff leading experts in Educational Coaching and pedagogy who pour into this education the experience of their work. In addition, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.





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*Learn from leading professionals the latest advances in Educational Coaching procedures: Beliefs, Values, and Identity”*

## International Guest Director

Dr. Christian van Nieuwerburgh is the main international reference in Educational Coaching, having developed an extensive career in this area that has led him to be the author and editor of such relevant works as *An Introduction to Coaching Skills: A Practical Guide* and *Coaching in Education: Getting Better Results for Students, Educators and Parents*.

Among his many assignments in this field are his leadership positions in institutions such as Growth Coaching International and the International Centre for Coaching in Education, of which he is Global Director and Executive Director. He is also a Senior Fellow of the Centre for Wellbeing Science at the University of Melbourne and an Honorary Fellow of the Carnegie School of Education at Leeds Beckett University, UK.

As a coaching expert, he has lectured on motivation and leadership in the United States, the United Kingdom, Australia, Europe and East Asia, and has published numerous academic articles in leading scientific journals.



## Dr. Van Nieuwerburgh, Christian

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- ♦ Global Director at Growth Coaching International, Australia
- ♦ Executive Director of the International Centre for Coaching in Education
- ♦ Author and editor of key books in the field of coaching such as Coaching in Education: Getting Better Results for Students, Educators and Parents.
- ♦ Ph.D. in English from the University of Birmingham
- ♦ Professional Master's Degree in Psychology from the University of East London
- ♦ Professor of Coaching and Positive Psychology at the Centre for Positive Psychology and Health of the Royal College of Surgeons in Ireland
- ♦ Honorary Fellow of the Carnegie School of Education at Leeds Beckett University, United Kingdom
- ♦ Senior Fellow of the Centre for Wellbeing Science at the Melbourne Graduate School of Education at the University of Melbourne, Australia

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*A unique training experience,  
key and decisive to boost your  
professional development”*

## Management



### Fernández Cebrián, José María

- ♦ Teacher at the Higher Institute of Psychological Studies
- ♦ Degree in Education from the Complutense University of Madrid.
- ♦ Master's Degree in Management of Educational Centers, Antonio de Nebrija University
- ♦ Postgraduate Diploma in Academic Management and Organization from the Universidad Antonio de Nebrija
- ♦ Postgraduate Diploma in Human Resources Management in Educational Institutions by CEU Cardenal Herrera



### Dr Beltrán Catalán, María

- ♦ Design of training content in Jara 3.0
- ♦ Lecturer, CEU Cardenal Herrera
- ♦ PhD in Social and Legal Sciences, University of Cordoba, Spain
- ♦ Degree in Pedagogy, University of Seville
- ♦ Official Professional Master's Degree in Psychological Intervention and Research in Justice, Health and Social Welfare, University of Cordoba
- ♦ Postgraduate Diploma in High Abilities and Health in Primary Care by CEU Cardenal Herrera

**Dr. Visconti Ibarra, Martin**

- ♦ Director Academia Europea Bilingual School
- ♦ Ph.D. in Education and Behavioral Sciences
- ♦ Degree in Primary Education
- ♦ Master's Degree in Learning Difficulties and Cognitive Processes

**Professors****Dr Rodrigo Soriano, Roseta**

- ♦ Educational advisor and career counselor in the Valencian Community, Murcia and Palma de Mallorca
- ♦ PhD in Sociology from the University of Granada
- ♦ Degree in Sociology from the University of Granada
- ♦ Master's Degree in Marriage and Family, Institute of Family Sciences, University of Navarra

**Ms. Jurado, Pilar**

- ♦ Degree in Primary Education from the University of Murcia
- ♦ Neurocoach Certified as an International Coaching Expert by INA
- ♦ Postgraduate cure in New Technologies for Early Childhood and Primary Education by the International University of Valencia

**Ms. Álvarez Medina, Nazaret**

- ♦ Educational counselor, official in body of secondary education teachers in the community of Madrid
- ♦ Degree in Psychopedagogy Open University of Catalunya
- ♦ Degree in Primary Education from the Universidad Camilo José Cela
- ♦ Degree in Psychology from the University of La Laguna
- ♦ Professional Master's Degree in Diversity Education Treatment

# 04

# Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the current relevance of innovative training, and committed to quality teaching through new educational technologies.





“

*This Postgraduate Certificate in Educational Coaching: Beliefs, Values, and Identity contains the most complete and up to date scientific program on the market”*

## Module 1. Beliefs, Values, and Identity

- 1.1. Nature of Beliefs
  - 1.1.1. Concepts about Beliefs
  - 1.1.2. Characteristics of a Belief
  - 1.1.3. Belief Formation
  - 1.1.4. Behavior and Beliefs
  - 1.1.5. Limiting Beliefs
  - 1.1.6. Empowering Beliefs
  - 1.1.7. Origin of Limiting Beliefs
- 1.2. Managing Belief Change
  - 1.2.1. Healing the Past
  - 1.2.2. Basis of Coping with Belief Change
  - 1.2.3. Robert Dilts
  - 1.2.4. Morty Lefkoe
  - 1.2.5. "The Word", Byron Katie
- 1.3. Mindset for Change and Innovation
  - 1.3.1. Fixed Mindset
  - 1.3.2. Growth Mindset
  - 1.3.3. Comparing Fixed and Growth Mindsets
  - 1.3.4. Attitude for Change and Innovation
  - 1.3.5. Zone of Inertia
  - 1.3.6. Learning Zone
- 1.4. Coaching and Change
  - 1.4.1. Simon Sinek's Golden Circle
  - 1.4.2. Neurological Levels of Change and Learning
    - 1.4.2.1. Environment.
    - 1.4.2.2. Behaviour
    - 1.4.2.3. Capacity
    - 1.4.2.4. Values and Beliefs
    - 1.4.2.5. Identity
    - 1.4.2.6. Transpersonality
  - 1.4.3. Remedial Changes
  - 1.4.4. Generative Changes
  - 1.4.5. Evolutionary Changes
  - 1.4.6. Recognition of the Neurological Level
- 1.5. Values and Counter-Values
  - 1.5.1. Conceptualization of Values
  - 1.5.2. Types of Values
  - 1.5.3. Learning of Values
  - 1.5.4. Values and Behavior
  - 1.5.5. Counter-values
  - 1.5.6. Value Recognition Dynamics
  - 1.5.7. Dynamics for Counter-value Recognition
- 1.6. Identity
  - 1.6.1. Identity Traits
  - 1.6.2. Concept of Identity
  - 1.6.3. Tradition and Identity
  - 1.6.4. Psychological Models and Identity
  - 1.6.5. Identity and Science
- 1.7. Personality Models
  - 1.7.1. Enneagram
  - 1.7.2. Discovery of one's own Enneagram
  - 1.7.3. Evolution from the Enneagram
  - 1.7.4. Use of the Enneagram in Social and Group Interactions
  - 1.7.5. Inner Archetypes
  - 1.7.6. Transformational Coaching
- 1.8. Logical Levels
  - 1.8.1. Human Needs and Maslow's Pyramid
  - 1.8.2. Richard Barret's Levels of Consciousness
  - 1.8.3. Self-realization
  - 1.8.4. Altruism and Service
  - 1.8.5. Alignment of Levels
- 1.9. Approach to Beliefs, Values, and Identity in Education
  - 1.9.1. Beliefs for Educational Excellence
  - 1.9.2. Pygmalion Effect
  - 1.9.3. The Importance of High Expectations
  - 1.9.4. Diversity: Inclusiveness
  - 1.9.5. The Values of Positive Psychology
  - 1.9.6. Values-based Education
  - 1.9.7. Self-esteem and Recognition: Identity Construction

**Module 2. Communication.**

- 2.1. Communication.
  - 2.1.1. Components of Communication
    - 2.1.1.1. Language
    - 2.1.1.2. Emotionality
    - 2.1.1.3. Body
  - 2.1.2. Elements of Communication
    - 2.1.2.1. Emitter
    - 2.1.2.2. Receptor
    - 2.1.2.3. Message
    - 2.1.2.4. Channel
    - 2.1.2.5. Context
    - 2.1.2.6. Codes
    - 2.1.2.7. Feedback
  - 2.1.3. Communication Styles
    - 2.1.3.1. Hierarchical
    - 2.1.3.2. Aggressive
    - 2.1.3.3. Passive
    - 2.1.3.4. Assertive
  - 2.1.4. Benefits of Assertive Communication
    - 2.1.4.1. Connection
    - 2.1.4.2. Link
    - 2.1.4.3. Trust
  - 2.1.5. Purpose of Communication
- 2.2. Levels of Communication
  - 2.2.1. Intrapersonal
    - 2.2.1.1. Psychic Instances
    - 2.2.1.2. Self-Dialogue
    - 2.2.1.3. Recognition of Internal Characters and Self-Dialogues
    - 2.2.1.4. Internal Relations
    - 2.2.1.5. Effects of Self-Dialogue on Internal States Management
    - 2.2.1.6. The Interior Assistant
  - 2.2.2. Interpersonal
    - 2.2.2.1. Public Conversation
    - 2.2.2.2. Communication Skills
    - 2.2.2.3. The Importance of Non-Verbal Communication
  - 2.2.3. Coherence and Congruence of Levels
- 2.3. Linguistic Acts
  - 2.3.1. Declaration
    - 2.3.1.1. Definition of Statement
    - 2.3.1.2. Facts and Agreements
    - 2.3.1.3. Authority and Standards
  - 2.3.2. Pledge
    - 2.3.2.1. Definition of Promise
    - 2.3.2.2. Commitment
    - 2.3.2.3. The Trust Equation
  - 2.3.3. Trial
    - 2.3.3.1. Definition of Trial
    - 2.3.3.2. According to the Authority
    - 2.3.3.3. According to Tradition
  - 2.3.4. Affirmation
    - 2.3.4.1. Definition of Affirmation
    - 2.3.4.2. Designation
  - 2.3.5. Language as a Reality Builder
- 2.4. Active Listening
  - 2.4.1. What is Active Listening?
  - 2.4.2. Components of Active Listening
    - 2.4.2.1. Willingness and Attitude
    - 2.4.2.2. Intention
    - 2.4.2.3. Empathy
    - 2.4.2.4. Respect
    - 2.4.2.5. Positive Feedback
  - 2.4.3. Active Listening in Learning Environments
    - 2.4.3.1. Purpose of Active Listening
    - 2.4.3.2. Benefits

- 2.4.4. Intention of Active Listening
  - 2.4.4.1. Awareness
  - 2.4.4.2. Responsibility
  - 2.4.4.3. Action
- 2.5. Calibration
  - 2.5.1. Calibration Concept
  - 2.5.2. Calibration Process
    - 2.5.2.1. Body Observation
    - 2.5.2.2. Emotionality
    - 2.5.2.3. Language
  - 2.5.3. Calibration Applications in Coaching and Education
    - 2.5.3.1. Observation of Group States
    - 2.5.3.2. Observation of Subgroups and Individuals
    - 2.5.3.3. Understanding and Acceptance
    - 2.5.3.4. Evaluation
    - 2.5.3.5. Being Aware
    - 2.5.3.6. Acting from the Needs of Others
- 2.6. Rapport
  - 2.6.1. Concept of Rapport
  - 2.6.2. The Art of Taming Horses
  - 2.6.3. Uses of Rapport
  - 2.6.4. Procedures to Generate Rapport
    - 2.6.4.1. Movements and Gestures
    - 2.6.4.2. Words and Language
    - 2.6.4.3. Emotions
    - 2.6.4.4. Energy
    - 2.6.4.5. Application of Rapport in Coaching
    - 2.6.4.6. Application of Rapport in Education





- 2.7. Feedback
  - 2.7.1. Concept of Feedback
  - 2.7.2. Purpose of Good Feedback
    - 2.7.2.1. Nurturing the Communication Process
    - 2.7.2.2. Self-esteem
    - 2.7.2.3. Motivation
    - 2.7.2.4. Information
  - 2.7.3. Feedback as Communication Reinforcement
  - 2.7.4. The Need for Good Feedback in Education
- 2.8. The Art of Questioning and Confrontation to Generate Learning
  - 2.8.1. Types of Questions
  - 2.8.2. Confrontation
  - 2.8.3. Purpose of the Confrontation
  - 2.8.4. When to use Confrontation?
  - 2.8.5. Strategies to Use Confrontation Appropriately
  - 2.8.6. Insight and Learning from Confrontation
    - 2.8.6.1. Concept of Insight
    - 2.8.6.2. Detection of Insight
    - 2.8.6.3. Testing Insight

“ A unique, key, and decisive training experience to boost your professional development”

05

# Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



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*TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”*

### The student: the priority of all TECH programs

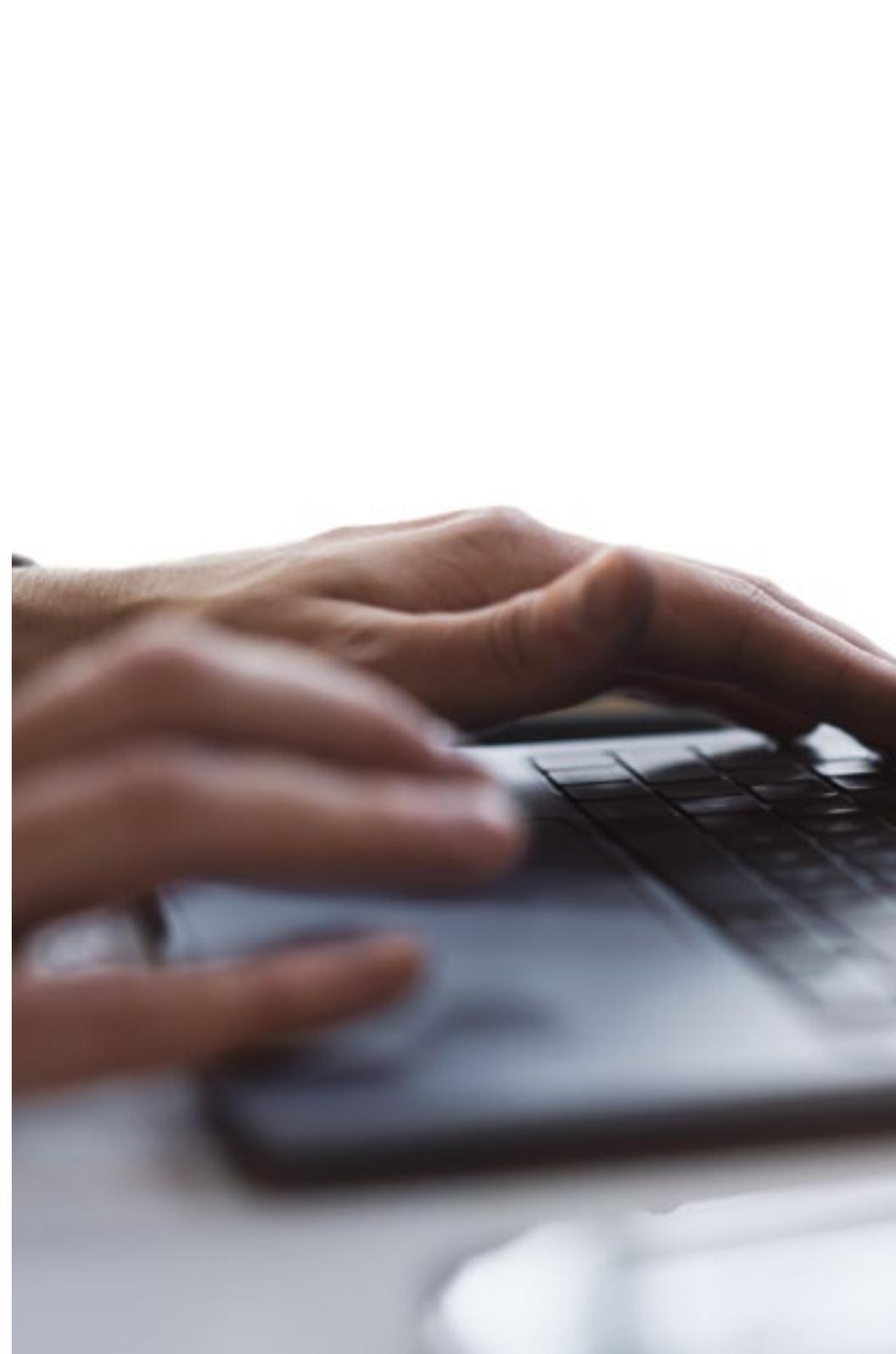
In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes  
(which you might not be able to attend)”*



### The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

## Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



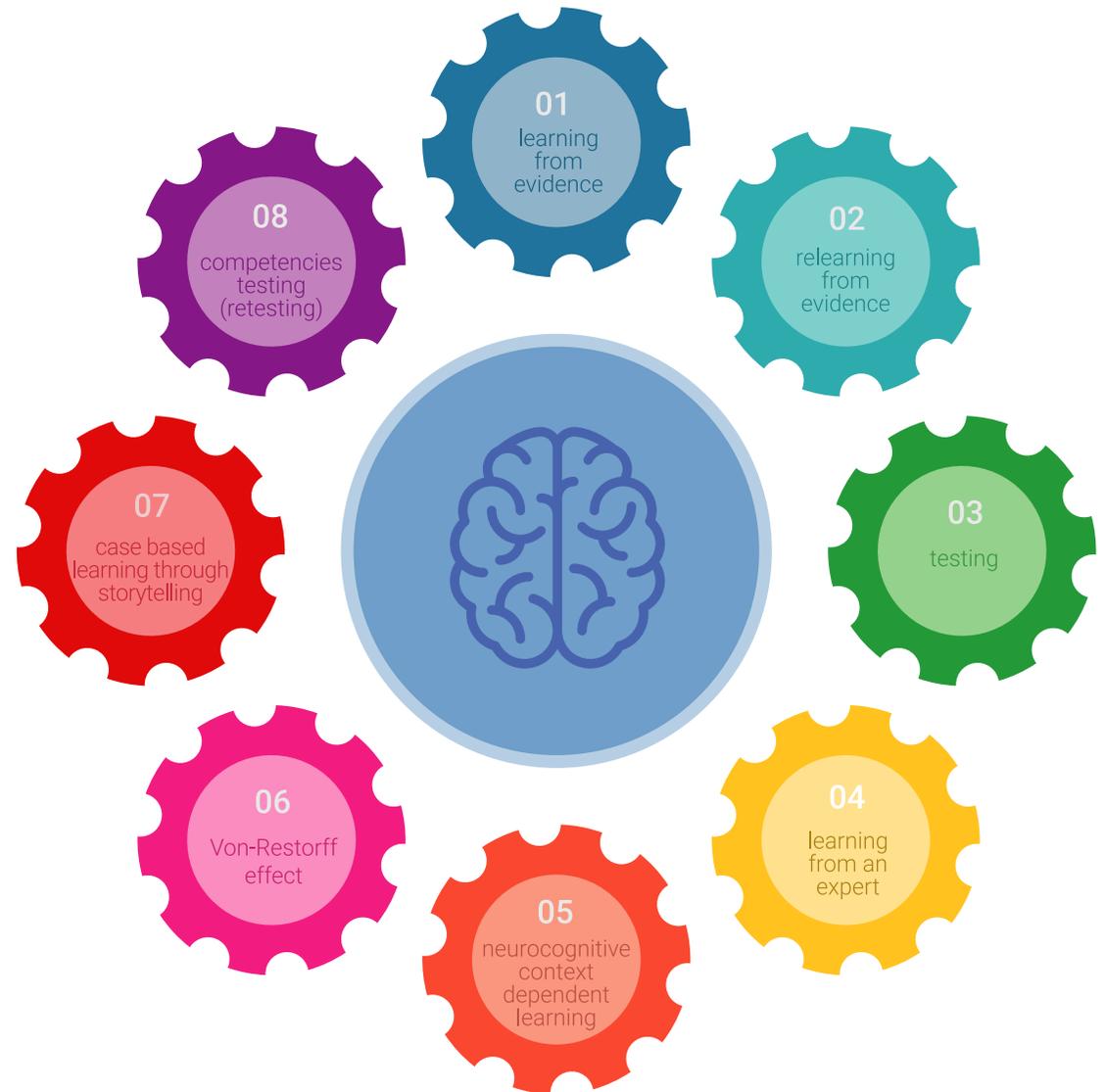
## Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*



## A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



*The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”*

### The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
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.

### The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

*Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.*

*You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.*



06

# Certificate

This Postgraduate Certificate in Educational Coaching: Beliefs, Values, and Identity guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



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*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"*

This private qualification will allow you to obtain a **Postgraduate Certificate in Educational Coaching: Beliefs, Values, and Identity** endorsed by **TECH Global University**, the world's largest online university.

**TECH Global University** is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in Educational Coaching: Beliefs, Values, and Identity**

Modality: **online**

Duration: **6 Weeks**

Accreditation: **5 ECTS**



future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development languages  
virtual classroom



**Postgraduate Certificate**  
**Educational Coaching:**  
**Beliefs, Values, and Identity**

- » Modality: Online
- » Duration: 12 weeks
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# Postgraduate Certificate

Educational Coaching: Beliefs,  
Values, and Identity

