Master's Degree

Educational Coaching

Accreditation/Membership

ATEE
Association for Teacher Education in Europe

tech global university

tech global university

Master's Degree
Educational Coaching

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Accreditation: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/us/education/master-degree/master-educational-coaching**

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01

Introduction to the Program

Learning has evolved with technology and educational systems, requiring innovative strategies. This program offers an immersion in advanced methodologies to enhance personal development in children, families, and educators. Through tools such as Neuro-Linguistic Programming and Emotional Intelligence, graduates will be able to optimize teaching and learning processes. Additionally, it follows the recommendations of the International Coach Federation, the leading entity in global coaching standards, ensuring an up-to-date and effective approach in the educational field.

A comprehensive and 100% online program, exclusive to TECH, with an international perspective backed by our membership in the Association for Teacher Education in Europe"

Learning has evolved with technological advances and new educational dynamics, requiring innovative strategies to optimize teaching. In this context, educational coaching has established itself as an effective methodology to enhance the personal and professional development of educators, students, and families. Through specialized tools, educators can foster socio-emotional skills, improve communication, and facilitate more effective and meaningful learning processes in the classroom.

This program offers an immersion in advanced methodologies that integrate approaches such as Neuro-Linguistic Programming, Emotional Intelligence, and Neuroscience applied to education. These disciplines allow educators to acquire key competencies to guide students in knowledge construction, skill development, and emotional management, thereby promoting autonomous and reflective learning. Additionally, the program provides strategies to address current challenges in education, such as student motivation and bullying prevention.

Following the standards set by the International Coach Federation (ICF) and other leading organizations, this program guarantees an up-to-date, evidence-based approach. The application of these methodologies in the educational environment has proven to be highly effective in strengthening students' confidence, enhancing their talents, and improving their academic performance. Moreover, it allows educators to play a more active role in the transformation of education, promoting an inclusive and stimulating learning environment.

Through an innovative and flexible teaching model, graduates will be prepared to implement change processes in educational institutions, designing action plans tailored to the individual needs of students. This approach not only contributes to the improvement of educational quality but also drives the evolution of the educational system toward more dynamic, humanized practices centered on meaningful learning.

Furthermore, thanks to TECH's membership in the **Association for Teacher Education in Europe (ATEE)**, professionals will have access to specialized academic journals and discounts on publications. They will also be able to attend webinars or conferences at no cost and receive linguistic support. Additionally, they will be included in the ATEE consultancy database, thereby expanding their professional network and gaining access to new opportunities.

This **Master's Degree in Educational Coaching** contains the most complete and up-to-date university program on the market. Its most notable features are:

- The development of case studies presented by experts in Educational Coaching.
- 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
- Practical exercises where the self-assessment process can be carried out to improve learning
- Its special emphasis on innovative methodologies
- 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

Master coaching tools and innovative methodologies to transform learning and enhance students' socio-emotional development"

Discover innovative approaches such as Project-Based Learning, dialogic discussions, and learning communities to promote inclusion"

Acquire leadership skills and advanced pedagogical strategies to manage groups, improve communication, and foster academic excellence.

TECH offers you the most innovative didactic methodology in the current academic panorama.

The teaching staff includes professionals from the field of Educational Coaching, who bring their practical experience to this program, as well as recognized specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for real-life 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. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.

02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.

Study at the largest online university in the world and ensure your professional success. The future begins at TECH"

The world's best online university, according to FORBES

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.

The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.

Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.

The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.

03

Syllabus

The educational materials for this Master's Degree have been developed by a team of experts in educational coaching and applied neuroscience. As a result, the curriculum covers innovative strategies that enhance the personal and academic development of students, strengthening their self-esteem, motivation, and socio-emotional skills. It also delves into tools such as Neuro-Linguistic Programming, Emotional Intelligence, and mindfulness, providing graduates with the necessary knowledge to design more effective and personalized teaching processes.

Access content designed by experts in education and coaching, with modules on teacher well-being, educational excellence, and systemic pedagogy"

Module 1. Neurosciences and Education

1.1. Neuroscience
- 1.1.1. Introduction
- 1.1.2. Concept of Neuroscience
- 1.1.3. Neuromyths
  - 1.1.3.1. We Only Use 10% of the Brain
  - 1.1.3.2. Right Brain vs. Left Brain
  - 1.1.3.3. Learning Styles
  - 1.1.3.4. Male Brain vs. Female Brain
  - 1.1.3.5. Critical Learning Periods

1.2. The Brain
- 1.2.1. Brain Structures
  - 1.2.1.1. Cerebral Cortex
  - 1.2.1.2. Cerebellum
  - 1.2.1.3. Basal Ganglia
  - 1.2.1.4. Limbic System
  - 1.2.1.5. Brainstem
  - 1.2.1.6. Thalamus
  - 1.2.1.7. Spinal Cord
  - 1.2.1.8. Main Functions of the Brain
- 1.2.2. Triune Model
  - 1.2.2.1. The Reptilian Brain
  - 1.2.2.2. The Emotional Brain
  - 1.2.2.3. The Neocortex
- 1.2.3. Bilateral Model
  - 1.2.3.1. The Right Hemisphere
  - 1.2.3.2. The Left Hemisphere
  - 1.2.3.3. Functioning of the Cerebral Hemispheres
- 1.2.4. Cognitive Brain and Emotional Brain
  - 1.2.4.1. The Rational Brain
  - 1.2.4.2. The Emotional Brain
- 1.2.5. Neurons
  - 1.2.5.1. What Are Mantras?
  - 1.2.5.2. Neuronal Pruning
- 1.2.6. What Are Neurotransmitters?
  - 1.2.6.1. Dopamine
  - 1.2.6.2. Serotonin
  - 1.2.6.3. Endorphin
  - 1.2.6.4. Glutamate
  - 1.2.6.5. Acetylcholine
  - 1.2.6.6. Norepinephrine

1.3. Neuroscience and Learning
- 1.3.1. What is Learning?
  - 1.3.1.1. Learning as Memorization
  - 1.3.1.2. Learning as Accumulation of Information
  - 1.3.1.3. Learning as Interpretation of Reality
  - 1.3.1.4. Learning as Action
- 1.3.2. Mirror Neurons
  - 1.3.2.1. Learning by Example
- 1.3.3. Levels of Learning
  - 1.3.3.1. Bloom's Taxonomy
  - 1.3.3.2. SOLO Taxonomy
  - 1.3.3.3. Levels of Knowledge
- 1.3.4. Learning Styles
  - 1.3.4.1. Convergent
  - 1.3.4.2. Divergent
  - 1.3.4.3. Accommodating
  - 1.3.4.4. Assimilator
- 1.3.5. Types of Learning
  - 1.3.5.1. Implicit Learning
  - 1.3.5.2. Explicit Learning
  - 1.3.5.3. Associative Learning
  - 1.3.5.4. Significant Learning

1.3.5.5. Cooperative Learning
1.3.5.6. Cooperative Learning
1.3.5.7. Emotional Learning
1.3.5.8. Rote Learning
1.3.5.9. Discovery Learning
1.3.6. Competencies for Learning
1.4. Multiple Intelligences
1.4.1. Definition
1.4.1.1. According to Howard Gardner
1.4.1.2. According to other Authors
1.4.2. Classification
1.4.2.1. Linguistic Intelligence
1.4.2.2. Logical-Mathematical Intelligence
1.4.2.3. Spatial Intelligence
1.4.2.4. Musical Intelligence
1.4.2.5. Bodily-Kinesthetic Intelligence
1.4.2.6. Intrapersonal Intelligence
1.4.2.7. Interpersonal Intelligence
1.4.2.8. Naturopathic Intelligence
1.4.3. Multiple Intelligences and Neurodidactics
1.4.4. How to Work Multiple Intelligences in the Classroom?
1.4.5. Advantages and Disadvantages of Applying Multiple Intelligences in Education
1.5. Neuroscience- Education
1.5.1. Neuroeducation
1.5.1.1. Introduction
1.5.1.2. What Is Neuroeducation?
1.5.2. Brain Plasticity
1.5.2.1. Synaptic Plasticity
1.5.2.2. Neurogenesis
1.5.2.3. Learning, Environment and Experience
1.5.2.4. The Pygmalion Effect
1.5.3. Memory
1.5.3.1. What Is Memory?
1.5.3.2. Types of Memory
1.5.3.3. Levels of Processing
1.5.3.4. Memory and Emotion
1.5.3.5. Memory and Motivation
1.5.4. Emotion
1.5.4.1. Binomial Emotion and Cognition
1.5.4.2. Primary Emotions
1.5.4.3. Secondary Emotions
1.5.4.4. Functions of Emotions
1.5.4.5. Emotional States and Implication in the Learning Process
1.5.5. Attention
1.5.5.1. Attentional Networks
1.5.5.2. Relationship between Attention, Memory, and Emotion
1.5.5.3. Executive Attention
1.5.6. Motivation
1.5.6.1. The 7 Stages of School Motivation
1.5.7. Contributions of Neuroscience to Learning
1.5.8. What Is Neurodidactics?
1.5.9. Contributions of Neurodidactics to Learning Strategies
1.6. Neuroeducation in the Classroom
1.6.1. The Role of the Neuroeducator
1.6.2. Neuroeducational and Neuropedagogical Importance
1.6.3. Mirror Neurons and Teacher Empathy
1.6.4. Empathic Attitude and Learning
1.6.5. Classroom Applications
1.6.6. Classroom Organization
1.6.7. Proposal for Classroom Improvement

1.7. Playing and New Technologies
- 1.7.1. Etymology of Playing
- 1.7.2. Benefits of Playing
- 1.7.3. Learning by Playing
- 1.7.4. The Neurocognitive Process
- 1.7.5. Basic Principles of Educational Games
- 1.7.6. Neuroeducation and Board Games
- 1.7.7. Educational Technology and Neuroscience
  - 1.7.7.1. Integration of Technology in the Classroom
- 1.7.8. Development of Executive Functions

1.8. Body and Brain
- 1.8.1. The Connection between Body and Brain
- 1.8.2. The Social Brain
- 1.8.3. How Do We Prepare the Brain for Learning?
- 1.8.4. Nutrition
  - 1.8.4.1. Nutritional Habits
- 1.8.5. Rest
  - 1.8.5.1. Importance of Sleep in Learning
- 1.8.6. Exercise
  - 1.8.6.1. Physical Exercise and Learning

1.9. Neuroscience and School Failure
- 1.9.1. Benefits of Neuroscience
- 1.9.2. Learning Disorders
- 1.9.3. Elements for a Success-Oriented Pedagogy
- 1.9.4. Some Suggestions for Improving the Learning Process

1.10. Reason and Emotion
- 1.10.1. The Binomial Reason and Emotion
- 1.10.2. What Are Our Emotions Good for?
- 1.10.3. Why Educate Emotions in the Classroom?
- 1.10.4. Effective Learning through Emotions

Module 2. Beliefs, Values, and Identity

2.1. Nature of Beliefs
- 2.1.1. Concepts about Beliefs
- 2.1.2. Characteristics of a Belief
- 2.1.3. Belief Formation
- 2.1.4. Behavior and Beliefs
- 2.1.5. Limiting Beliefs
- 2.1.6. Empowering Beliefs
- 2.1.7. Origin of Limiting Beliefs

2.2. Managing Belief Change
- 2.2.1. Healing the Past
- 2.2.2. Basis of Coping with Belief Change
- 2.2.3. Robert Dilts
- 2.2.4. Morty Lefkoe
- 2.2.5. "The Word", Byron Katie

2.3. Mindset for Change and Innovation
- 2.3.1. Fixed Mindset
- 2.3.2. Growth Mindset
- 2.3.3. Comparing Fixed and Growth Mindsets
- 2.3.4. Attitude for Change and Innovation
- 2.3.5. Zone of Inertia
- 2.3.6. Learning Zone

2.4. Coaching and Change
- 2.4.1. Simon Sinek's Golden Circle
- 2.4.2. Neurological Levels of Change and Learning
  - 2.4.2.1. Environment
  - 2.4.2.2. Behavior
  - 2.4.2.3. Capacity
  - 2.4.2.4. Values and Beliefs
  - 2.4.2.5. Identity
  - 2.4.2.6. Transpersonality
- 2.4.3. Remedial Changes
- 2.4.4. Generative Changes
- 2.4.5. Evolutionary Changes
- 2.4.6. Recognition of the Neurological Level

2.5. Values and Counter-Values
- 2.5.1. Conceptualization of Values
- 2.5.2. Types of Values
- 2.5.3. Learning of Values
- 2.5.4. Values and Behavior
- 2.5.5. Counter-Values
- 2.5.6. Value Recognition Dynamics
- 2.5.7. Dynamics for Counter-Value Recognition

2.6. Identity
- 2.6.1. Identity Traits
- 2.6.2. Concept of Identity
- 2.6.3. Tradition and Identity
- 2.6.4. Psychological Models and Identity
- 2.6.5. Identity and Science

2.7. Personality Models
- 2.7.1. Enneagram
- 2.7.2. Discovering Your Own Enneagram
- 2.7.3. Evolution from the Enneagram
- 2.7.4. Use of the Enneagram in Social and Group Interactions
- 2.7.5. Inner Archetypes
- 2.7.6. Transformational Coaching

2.8. Logical Levels
- 2.8.1. Human Needs and Maslow's Pyramid
- 2.8.2. Richard Barrett's Levels of Consciousness
- 2.8.3. Self-Actualization
- 2.8.4. Altruism and Service
- 2.8.5. Alignment of Levels

2.9. Approach to Beliefs, Values, and Identity in Education
- 2.9.1. Beliefs for Educational Excellence
- 2.9.2. Pygmalion Effect
- 2.9.3. The Importance of High Expectations
- 2.9.4. Diversity: Inclusiveness
- 2.9.5. The Values of Positive Psychology
- 2.9.6. Values-based Education
- 2.9.7. Self-Esteem and Recognition: Identity Construction

Module 3. Coaching

3.1. What Is Coaching?
- 3.1.1. An Objective-Driven Process
  - 3.1.1.1. The Importance of Defining the Objective
  - 3.1.1.2. Starting from the End
  - 3.1.1.3. How to Define a SMARTER Objective?
  - 3.1.1.4. From Apparent to Real Objective
  - 3.1.1.5. Target Characteristics
- 3.1.2. A Process Among People
  - 3.1.2.1. Coaching Framework or Context
  - 3.1.2.2. The Coaching Relationship
  - 3.1.2.3. Influences in the Coaching Process
  - 3.1.2.4. Trust
  - 3.1.2.5. Respect
- 3.1.3. The Bond
- 3.1.4. A Communicative Process
  - 3.1.4.1. The Power of Language
  - 3.1.4.2. Active Listening
  - 3.1.4.3. Lack of Judgment
  - 3.1.4.4. Non-Verbal Communication
- 3.1.5. An Action-Oriented Process
  - 3.1.5.1. The Importance of Action
  - 3.1.5.2. Designing an Action Plan
  - 3.1.5.3. Follow-up
  - 3.1.5.4. Evaluation
  - 3.1.5.5. A Creative Process
  - 3.1.5.6. Generating Options
  - 3.1.5.7. Choosing Options

3.2. The Origins and Background of Coaching
- 3.2.1. Philosophical Origins and Maieutics
  - 3.2.1.1. Pre-Socratics
  - 3.2.1.2. The Maieutics of Socrates
  - 3.2.1.3. Plato
  - 3.2.1.4. Later Philosophical Influences
- 3.2.2. Influences of Humanistic Psychology
  - 3.2.2.1. The Basics of Humanistic Psychology
  - 3.2.2.2. Confidence in the Client's Ability
  - 3.2.2.3. Focus on Potentialities and Possibilities
- 3.2.3. Contributions of Positive Psychology
  - 3.2.3.1. The Basics of Positive Psychology
  - 3.2.3.2. Conditions for Positive Psychology
  - 3.2.3.3. Human Strengths
  - 3.2.3.4. Meaning and Purpose in Life
- 3.2.4. *The Winner Game*
  - 3.2.4.1. *Deliberate Practice*
  - 3.2.4.2. *Improvement in Sports Performance*
  - 3.2.4.3. *Galwain*

3.2.5. Orientalism
3.2.5.1. Importance of the Process or Pathway
3.2.5.2. Objectives as Goals
3.2.5.3. Detachment from Expectations and Achievements
3.2.5.4. Understanding Suffering
3.2.5.5. The Power of the Present
3.2.6. Other Influences
3.2.6.1. Systemic Psychology
3.2.6.2. Gestalt Psychology
3.2.6.3. Concept of Flow
3.2.6.4. Zen Teachings
3.2.6.5. Management
3.2.6.6. Neurosciences
3.2.6.7. Epigenetics

3.3. Current Schools and Trends
3.3.1. The American School
3.3.1.1. Practical Coaching Approach
3.3.1.2. Thomas Leonard
3.3.1.3. Other Exponents
3.3.2. The European School
3.3.2.1. Humanistic Coaching
3.3.2.2. John Whitmore
3.3.2.3. Other Exponents of European Coaching
3.3.3. The Latin American School
3.3.3.1. The Ontological Coaching Approach
3.3.3.2. Rafael Echeverría and Julio Olalla
3.3.3.3. Other Exponents of Latin American Coaching

3.4. Differences Between Coaching and Other Approaches
3.4.1. Relationship Specificities in Coaching
3.4.1.1. The Coachee's Responsibility
3.4.1.2. The Role of the Coach
3.4.1.3. Achieving Objectives
3.4.2. The Limits of Coaching
3.4.2.1. Psychological Conditions of the Coachee
3.4.2.2. The Coach's Review and Personal Work
3.4.2.3. Discomfort and Neurosis in Coaching Processes
3.4.2.4. Signs of Psychosis in the Coachee
3.4.2.5. Considerations on Referring the Coachee to Psychotherapy Professionals
3.4.2.6. Addressing Coaching Processes with Coachees Undergoing Psychiatric Treatment
3.4.3. Cognitive-Behavioral
3.4.3.1. The Pychotherapeutic Approach
3.4.3.2. The Psychodynamic Approach
3.4.3.3. The Humanistic Approach
3.4.3.4. The Gestalt Approach
3.4.3.5. The Behavioral Approach
3.4.3.6. The Jungian Approach
3.4.3.7. Systemic Approach
3.4.3.8. Complementation of Psychotherapy in Coaching Processes
3.4.4. *Mentoring*
3.4.4.1. Mentoring Objectives
3.4.4.2. Relationships in Mentoring
3.4.4.3. The Power of Trust in Mentoring
3.4.4.4. Mentoring Advice in Mentoring
3.4.4.5. The Limits of Mentoring
3.4.4.6. Complementation of Mentoring with Coaching Processes
3.4.5. *Consulting*
3.4.5.1. Relationships in Consulting
3.4.5.2. The Objectives of Consulting
3.4.5.3. Complementation of Consulting with Coaching Processes

3.4.6. *Counseling*
3.4.6.1. Relationships in Counseling
3.4.6.2. Objectives and Scope
3.4.6.3. Complementation of Counseling with Coaching Processes
3.4.7. *Empowerment*
3.4.7.1. *Definition*
3.4.7.2. *Processes*
3.4.7.3. *Types*
3.4.8. *Other Approaches*
3.4.8.1. Art Therapy
3.4.8.2. Music Therapy
3.4.8.3. Drama Therapy
3.4.8.4. Dance Therapy
3.4.8.5. Body Therapies and Mind-Body Integrative Therapies

3.5. Areas of Coaching
3.5.1. Live Coaching
3.5.1.1. Personal
3.5.1.2. Family
3.5.1.3. Relationship
3.5.2. Sports Coaching
3.5.2.1. Professional Sports Coaching
3.5.2.2. Health and Fitness Coaching
3.5.2.3. Executive Coaching
3.5.2.4. Team Coaching
3.5.2.5. Business Coaching
3.5.2.6. Nutritional Coaching
3.5.2.7. Systemic Coaching
3.5.2.8. *Psycho-Coaching*
3.5.2.9. Transformational Coaching
3.5.2.10. Educational Coaching

3.6. The Skills of a Coach
3.6.1. Code of Ethics
3.6.1.1. Ecology
3.6.1.2. Confidentiality
3.6.1.3. Forming Partnerships
3.6.1.4. Creating the Bond
3.6.1.5. Honesty
3.6.1.6. Transparency
3.6.1.7. Respect
3.6.1.8. Commitment
3.6.2. Internal Skills
3.6.2.1. Self-Knowledge
3.6.2.2. Vulnerability
3.6.2.3. Proactivity
3.6.2.4. Empathy
3.6.2.5. Reflection
3.6.3. External Skills
3.6.3.1. Effective Communication
3.6.3.2. Active Listening
3.6.3.3. Admiration
3.6.3.4. Assertiveness
3.6.3.5. Feedback
3.6.3.6. Process Management
3.6.3.7. Silence
3.6.3.8. Motivation
3.6.4. Coaching Associations
3.6.4.1. International Coach Federation
3.6.4.2. International Coaching Community
3.6.4.3. International Association of Coaching and Psychology

3.6.5. Coaching Qualifications and Training
3.6.5.1. Quality Preparation Requirements
3.6.5.2. Accredited Programs
3.6.5.3. Professional Coach Certification
3.6.5.4. Certification Process
3.6.6. The 11 ICF Core Competencies
3.6.6.1. Laying the Foundations
3.6.6.2. Co-Creating the Relationship
3.6.6.3. Communicating Effectively
3.6.6.4. Cultivating Learning and Growth
3.7. Session Structure
3.7.1. Coach and Coachee Roles
3.7.1.1. Role and Responsibilities of the Coach
3.7.1.2. Role and Responsibilities of the Coachee
3.7.1.3. The Coaching Process
3.7.1.4. Defining Objectives
3.7.1.5. Action Plan
3.7.1.6. Commitment
3.7.1.7. Partnerships
3.7.1.8. Evaluation
3.7.2. Sponsor
3.7.2.1. Company, Management or Institution as Sponsor
3.7.2.2. Company and Coachee Objectives
3.7.2.3. Responsibility in the Coaching Process
3.7.3. Structure and Framework
3.7.3.1. Initial Situation
3.7.3.2. Desired Situation
3.7.3.3. Distance Between the Start and Coaching Goal
3.7.4. Partnership and Contract
3.7.4.1. The Convenience of an Alliance
3.7.4.2. The Contract and Contractual Matters
3.7.4.3. Differences and Complementarity Between Partnership and Contract
3.7.5. Types of Session According to their Purpose
3.7.5.1. On Contact
3.7.5.2. On the Starting Process
3.7.5.3. On Development
3.7.5.4. On Follow-Up
3.7.5.5. On Assessment
3.7.5.6. On Closure
3.7.6. Closing the Relationship
3.7.6.1. Evaluation of the Process
3.7.6.2. Relationship Evaluation
3.7.6.3. Evaluation of Goal Achievement
3.8. Models
3.8.1. Wasick
3.8.2. PIE
3.8.3. STIR
3.8.4. GROW Model
3.8.4.1. Objective
3.8.4.2. Reality
3.8.4.3. Options
3.8.4.4. Action
3.8.5. OUTCOMES Model
3.8.5.1. Objectives
3.8.5.2. Reasons
3.8.5.3. Acting from Now
3.8.5.4. Clarifying the Difference
3.8.5.5. Generating Options
3.8.5.6. Motivating to Action
3.8.5.7. Enthusiasm and Incentives
3.8.5.8. Support

3.8.6. ACHIEVES Model
3.8.6.1. *Assess Current Situation*
3.8.6.2. *Create Brainstorming of Alternatives*
3.8.6.3. *Home Goals*
3.8.6.4. *Initiate Options*
3.8.6.5. *Evaluate Options*
3.8.6.6. *Valid Action Plan Design*
3.8.6.7. *Entourage Momentum*

3.9. Coactive Coaching
3.9.1. Fundamentals of Coactive Coaching
3.9.2. The Coactive Coaching Model
3.9.3. The Coactive Coaching Relationship
3.9.4. Contexts
3.9.4.1. Listening
3.9.4.2. Intuition
3.9.4.3. Curiosity
3.9.4.4. Pushing and Deepening
3.9.4.5. Self Management
3.9.5. Principles and Practices
3.9.5.1. Fullness
3.9.5.2. Process
3.9.5.3. Balance
3.9.5.4. Combining

3.10. Coaching as a Tool for the Evolution of Groups, Companies, and Communities
3.10.1. Current Challenges for Companies and Institutions
3.10.2. Organizational Coaching
3.10.3. Company Objectives
3.10.4. Coaching Services for Companies
3.10.4.1. Executive
3.10.4.2. Specific Preparation Programs
3.10.4.3. *Shadow Coaching*
3.10.4.4. Group Coaching
3.10.4.5. (Systemic) Team Coaching
3.10.4.6. Psychometric Diagnostic Tools
3.10.4.7. Motivation and Values
3.10.5. Psychometric Diagnostic Tools
3.10.5.1. MBTI
3.10.5.2. FIRO-B
3.10.5.3. Feedback 360
3.10.5.4. DISC
3.10.5.5. Belbin
3.10.5.6. Evolution in Systems and Communities
3.10.5.7. Change and Innovation through Coaching
3.10.5.8. Basic Coaching Tools
3.10.5.8.1. Personal Life Wheel
3.10.5.8.2. Teaching Wheel
3.10.5.8.3. Student Wheel
3.10.5.8.4. Personal SWOT Analysis
3.10.5.8.5. Johari Window
3.10.5.8.6. The GROW Model
3.10.5.8.7. Circle of Control, Influence, and Concern
3.10.5.8.8. Head, Heart, Belly
3.10.5.8.9. VAK

Module 4. Emotional Intelligence

4.1. Definition of Emotional Intelligence
4.1.1. Historical Background of EI
4.1.2. Different Authors who have Coined a Definition of EI
4.1.3. Thorndike and Social Intelligence
4.1.4. Salovey and Mayer
4.1.5. Daniel Goleman
4.1.6. Definition of Emotional Intelligence
4.1.7. Components of Emotional Intelligence
4.1.8. Characteristics of EI Capabilities
4.1.9 Keys to Develop Emotional Intelligence

4.2. Emotions
4.2.1. Emotion? The Path to a Definition
4.2.2. What Are Emotions For?

4.2.3. Emotional Process
4.2.3.1. Difference between Emotion and Feeling
4.2.4. Classification and Types of Emotions
4.3. Emotions, Attitude, and Competence
4.3.1. Attitude
4.3.1.1. What Is Attitude?
4.3.1.2. Components of Attitude
4.3.2. Optimism
4.3.3. Emotional Competencies
4.3.4. Social Skills or Interpersonal Relationships
4.4. Emotional Management
4.4.1. What Does Emotional Management Consist of?
4.4.2. Self-Knowledge
4.4.3. Emotional Awareness
4.4.4. Self-Appraisal
4.4.4.1. Our Strengths and Weaknesses
4.4.5. Internal Communication
4.4.6. External Communication
4.4.6.1. The Power of Words
4.4.7. Assertiveness
4.4.7.1. Communicative Styles
4.4.8. Non-Verbal Language
4.4.9. Posture and Emotions
4.5. Emotional Intelligence and Education
4.5.1. Emotional Intelligence in the Classroom
4.5.2. Advantages of EI in the Classroom
4.5.3. Benefits of Emotional Intelligence
4.5.4. Emotional Intelligence in the Student Body
4.5.5. Classroom Climate
4.5.5.1. The Relationship between the Teacher and the Students
4.5.5.2. The Relationship between Students in the Classroom
4.5.6. Emotional Understanding in the Classroom
4.5.7. Emotional Intelligence and Academic Performance
4.5.8. Emotional Learning
4.5.9. Tools for Classroom Management
4.6. Thinking Skills
4.6.1. Approach to the Concept
4.6.2. Types of Capabilities and Links between Them
4.7. Self-Motivation and Achievement Capabilities
4.7.1. Emotional Education in Teacher Training
4.7.2. Emotions in Teaching Practice
4.8. Teacher Well-Being
4.8.1. The Keys to Teacher Well-Being
4.8.2. Emotional Education and the Role of the Teacher
4.8.3. The Emotional Thinking Method
4.8.3.1. Self-Knowledge
4.8.3.2. Self-Esteem
4.8.3.3. Emotional Control
4.8.3.4. Motivation
4.8.3.5. Empathy
4.8.3.6. Leadership
4.8.3.7. The Emotionally Intelligent Teacher
4.8.3.8. Empathy and Communication with Students
4.8.3.9. Techniques to Obtain Enriching Feedback
4.9. Habits of People with High Emotional Intelligence
4.9.1. What Is a Person with High Emotional Intelligence?
4.9.2. The Triad of Success
4.9.3. Personal Vision
4.9.4. Personal Leadership
4.9.5. Personal Administration and Management
4.9.6. Interpersonal Leadership
4.9.7. Synergy
4.9.8. Flexibility and Creative Adaptation
4.9.9. Resilience
4.9.10 Elements that Generate High Performance
4.10. Highly Sensitive People
4.10.1. Approach to the Concept
4.10.2. High Sensitivity and Other Personality Traits

Module 5. Systemic Pedagogy

5.1. General Systems Theory
- 5.1.1. What Is a System?
- 5.1.2. Systemic Approach to Development
- 5.1.3. The Person as an Open System
- 5.1.4. Systemic Bases and Laws
- 5.1.5. Interpretation of the Conceptions of Development within the Framework of Systems Theory
  - 5.1.5.1. Vygotsky
  - 5.1.5.2. Piaget
  - 5.1.5.3. Bronfenbrenner
- 5.1.6. Systems and Cross-Cultural Development

5.2. Current Systemic Currents
- 5.2.1. Historical Review of Systemic Psychotherapy
- 5.2.2. Different Schools Today
  - 5.2.2.1. International or Palo Alto School
  - 5.2.2.2. Strategic Structural School
  - 5.2.2.3. Milan School
- 5.2.3. Contributions of the Systemic Approach to the Organizations
- 5.2.4. The Systemic Model Applied to the Educational Field

5.3. Bert Hellinger's Philosophy
- 5.3.1. Fundamentals
- 5.3.2. The Systemic Movements
- 5.3.3. Systemic Phenomenological Model
- 5.3.4. Good and Bad Conscience
- 5.3.5. Distinction between Therapeutic and Pedagogical Interventions
- 5.3.6. Contribution to the Educational Field

5.4. The Orders of Love and the Orders of Help
- 5.4.1. Educating "Ordering" and Helping Constructive Relational "Love"
- 5.4.2. Giving/Taking Balance: Teaching/Learning
- 5.4.3. Analysis for the Improvement of Coexistence
  - 5.4.3.1. Reconciliation
  - 5.4.3.2. Integration

5.5. The Three Systemic Intelligences
- 5.5.1. Transgenerational
- 5.5.2. Intergenerational
- 5.5.3. Intragenerational
- 5.5.4. Emotional and Cognitive Aspects from an Intergenerational and Transgenerational Perspective
- 5.5.5. Family Inheritance as Culture
- 5.5.6. Loyalties and Beliefs

5.6. Systemic Pedagogy
- 5.6.1. Principles
  - 5.6.1.1. Belonging
  - 5.6.1.2. Order
  - 5.6.1.3. Links
- 5.6.2. A New Approach to Education
- 5.6.3. Educational Processes from Systemic Pedagogy
- 5.6.4. The Place of Emotions in the Educational System

5.7. Systemic Pedagogy
- 5.7.1. Characteristics
- 5.7.2. Functions
- 5.7.3. Academic Autobiography
- 5.7.4. Workplace Autobiography

5.8. The Family System
- 5.8.1. The Genogram
- 5.8.2. The Systemic Approach to Couple and Child Relationships
- 5.8.3. Family History
- 5.8.4. Occupying the Place in the Family

5.9. The School System
- 5.9.1. Creating Bridges between Family and School
- 5.9.2. New Family Models and their Influence in the Classroom
- 5.9.3. The Educational Project of the Centers from the Perspective of Systemic Pedagogy
- 5.9.4. Life Project in Relation to Feelings and Transgenerational Vision of the Educational Centers

Module 6. Communication

6.1. Communication
- 6.1.1. Components of Communication
- 6.1.2. Obstacles to Effective Communication
- 6.1.3. Communication Styles

6.2. Purpose of Communication
- 6.2.1. Assertive Communication
- 6.2.2. Axioms
- 6.2.3. Information

6.3. Levels of Communication
- 6.3.1. Intrapersonal
- 6.3.2. Interpersonal
- 6.3.3. Coherence and Consistency

6.4. Linguistic Acts
- 6.4.1. Declaration
- 6.4.2. Pledge
- 6.4.3. Trial
- 6.4.4. Affirmation
- 6.4.5. Efficient Approach to Linguistic Acts in Educational Environments

6.5. Active Listening
- 6.5.1. Components of Active Listening
- 6.5.2. Intention
- 6.5.3. Active Listening in Learning Environments

6.6. Calibration
- 6.6.1. Calibration Concept
- 6.6.2. Calibration Process

6.7. *Rapport*
- 6.7.1. Concept of Rapport
- 6.7.2. Uses of Rapport
- 6.7.3. Procedures to Generate Rapport
- 6.7.4. Application of Rapport in Education

6.8. *Feedback*
- 6.8.1. Concept
- 6.8.2. Purpose of Good Feedback
- 6.8.3. Feedback as Communication Reinforcement
- 6.8.4. The Need for Good Feedback in Education

6.9. The Art of Questioning and Confrontation to Generate Learning
- 6.10.1. Types of Questions
- 6.10.2. Confrontation Based on Mutual Respect
- 6.10.3. Insight and Learning from Confrontation

6.10. The Presence of the Teacher as a Pedagogical Tool
- 6.10.1. Qualities of the Teacher's Presence

Module 7. Educational Coaching

7.1. What is Educational Coaching? Basis and Foundations
- 7.1.1. Definition and Connection with Educational and Psychological Theories
- 7.1.2. Educating in the Will of Meaning
  - 7.1.2.1. Nonodynamics and Coaching
  - 7.1.2.2. Logopedagogy, Coaching and Education in the Self
- 7.1.3. Coaching in the Service of the Dialogic Encounter Between Teacher and Student. Pedagogy of Otherness

7.2. Areas of Application of Coaching in Education

7.3. Benefits of its Application in Educational Contexts
- 7.3.1. Coaching and Development of Executive Functions and Metacognition
- 7.3.2. Coaching and Educational Support Needs
- 7.3.3. Coaching to Achieve Excellence

7.4. Pedagogies Based on Cooperation and Autonomy Development and Coaching

7.5. Helping Relationship Styles and Coaching

7.6. The Teacher as a Coach

7.7. Competencies of the Teacher as a "Coach" of the Student Body

7.8. Coaching in the Framework of Shared Mentoring

7.9. Teacher Skills as a Facilitator of Change
- 7.9.1. Laying the Groundwork. Co-Creating the Relationship
  - 7.9.1.1. Creative Visualization. Results to be Achieved at the End of the Process
  - 7.9.1.2. Student Wheel – Teacher Wheel
  - 7.9.1.3. Pedagogical Contract
- 7.9.2. Effective Communication
  - 7.9.2.1. Effective Communication
  - 7.9.2.2. Active Listening
  - 7.9.2.3. Powerful Questions
  - 7.9.2.4. Direct Communication
- 7.9.3. Planning Goals
  - 7.9.3.1. Construction of Vital Purpose
  - 7.9.3.2. Games of the Results
  - 7.9.3.3. Build SMART Objectives. Cultivating Learning and Growth
  - 7.9.3.4. Creating Awareness
  - 7.9.3.5. Design Actions
- 7.9.4. Progress Management
  - 7.9.4.1. Limiting Beliefs vs. Powerful Beliefs
  - 7.9.4.2. Learning and Coaching. Comfort Zone
  - 7.9.4.3. Game of Qualities
  - 7.9.4.4. Keys to Success
- 7.9.5. Process Evaluation
- 7.9.6. Family Involvement

7.10. Applications in the Classroom Group

7.11. Teaching Teams and Faculty. Team Spirit, Synergies

7.12. Management Teams and the Development of Executive Tools

Module 8. Talent, Vocation, and Creativity

8.1. Talent and Its Educational Importance
- 8.1.1. Talent
- 8.1.2. Components
- 8.1.3. Talent Is Diverse
- 8.1.4. Measuring and Discovering Talent
- 8.1.5. Gallup Test
- 8.1.6. Garp Test
- 8.1.7. *Career Scope*
- 8.1.8. *MBTI*
- 8.1.9. *Success DNA*

8.2. Talent and Key Competencies
- 8.2.1. Key Competencies Paradigm
- 8.2.2. Key Competencies
- 8.2.3. The Role of the Intelligences
- 8.2.4. Knowledge: Uses and Abuses in Education
- 8.2.5. The Importance of Skills
- 8.2.6. The Differentiating Factor of Attitude
- 8.2.7. Relationship between Talent and Key Competencies

8.3. Talent Development
- 8.3.1. Learning Modalities. Richard Felder
- 8.3.2. The Element
- 8.3.3. Talent Development Procedures
- 8.3.4. Mentor Dynamics
- 8.3.5. Talent and Educational Approach

8.4. Motivation Mechanisms
- 8.4.1. Needs, Desires and Motivations
- 8.4.2. Decision Making
- 8.4.3. Executive Capabilities
- 8.4.4. Procrastination
- 8.4.5. Duty, Love and Pleasure in Education
- 8.4.6. Emotional Habits for Motivation
- 8.4.7. Motivational Beliefs
- 8.4.8. Values for Motivation

8.5. Vocation, Meaning and Purpose
- 8.5.1. The Importance of Vocation
- 8.5.2. Meaning and Purpose
- 8.5.3. Vision, Mission, Commitment
- 8.5.4. Exploring Vocation
- 8.5.5. Teaching Vocation
- 8.5.6. Educating for Vocation

8.6. Towards a Definition of Creativity
- 8.6.1. Creativity
- 8.6.2. Brain Functioning and Creativity
- 8.6.3. Intelligences, Talents and Creativity
- 8.6.4. Emotions and Creativity
- 8.6.5. Beliefs and Creativity
- 8.6.6. Divergent Thinking
- 8.6.7. Convergent Thinking
- 8.6.8. The Creative Process and Its Phases
- 8.6.9. Disney Dynamics

8.7. Why Creativity?
- 8.7.1. Arguments for Creativity Today
- 8.7.2. Personal Creativity for Life
- 8.7.3. Creativity in Art
- 8.7.4. Creativity for Problem Solving
- 8.7.5. Creativity for Professional Development
- 8.7.6. Creativity in the Coaching Process

8.8. Creativity Development
- 8.8.1. Conditions for Creativity
- 8.8.2. Artistic Disciplines as Precursors of Creativity
- 8.8.3. The Art Therapy Approach
- 8.8.4. Creativity Applied to Challenges and Problem Solving
- 8.8.5. Relational Thinking
- 8.8.6. Edward de Bono's Hats

8.9. Creativity as a Value in Education
- 8.9.1. The Need to Encourage Creativity in Education
- 8.9.2. Active Methodologies and Novelty
- 8.9.3. Educational Models that Value Creativity
- 8.9.4. Means, Times and Spaces to Apply Creativity in the Classroom
- 8.9.5. Disruptive Education
- 8.9.6. *Visual Thinking*
- 8.9.7. Design Thinking

8.10. Creative Techniques
- 8.10.1. Relational Thinking Techniques
- 8.10.2. Techniques for Generating Ideas
- 8.10.3. Techniques for Evaluating Ideas
- 8.10.4. Exercises of Ingenuity
- 8.10.5. Artistic Disciplines for Creative Development
- 8.10.6. RCS Method
- 8.10.7. Other Techniques and Methods

Module 9. Active Methodologies and Innovation

9.1. Active Methodologies
- 9.1.1. What Are Active Methodologies?
- 9.1.2. Keys for Methodological Development from the Student's Activity
- 9.1.3. Relationship Between Learning and Active Methodologies
- 9.1.4. History of Active Methodologies
  - 9.1.4.1. From Socrates to Pestalozzi
  - 9.1.4.2. Dewey
  - 9.1.4.3. Institutions Promoting Active Methodologies
    - 9.1.4.3.1. The Free Institution of Education
    - 9.1.4.3.2. The New School
    - 9.1.4.3.3. The Unique Republican School

9.2. Project Based Learning, Problems and Challenges
- 9.2.1. Travel Companions. Cooperation Between Teachers
- 9.2.2. Phases of PBL Design
  - 9.2.2.1. Tasks, Activities and Exercises
  - 9.2.2.2. Rich Socialization
  - 9.2.2.3. Research Tasks
- 9.2.3. Phases of PBL Development
  - 9.2.3.1. Benjamin Bloom's Theories
  - 9.2.3.2. Bloom's Taxonomy
  - 9.2.3.3. Bloom's Taxonomy Revised
  - 9.2.3.4. Bloom's Pyramid
  - 9.2.3.5. David A. Kolb's Theory: Experience-Based Learning
  - 9.2.3.6. Kolb's Cycle

9.2.4. The Final Product
9.2.4.1. Types of Final Product
9.2.5. Evaluation in PBL
9.2.5.1. Evaluation Techniques and Instruments
9.2.5.2. Observation
9.2.5.3. Performance
9.2.5.4. Questions
9.2.6. Practical Examples. PBL Projects
9.3. Thinking-Based Learning
9.3.1. Basic Principles
9.3.1.1. Why, How and Where to Improve Thought?
9.3.1.2. Thought Organizers
9.3.1.3. The Infusion with the Academic Curriculum
9.3.1.4. Attention to Skills, Processes and Disposition
9.3.1.5. The Importance of Being Explicit
9.3.1.6. Attention to Metacognition
9.3.1.7. Learning Transfer
9.3.1.8. Construct an Infused Program
9.3.1.9. The Need for Continuous Personal Development
9.3.2. Teaching to Think. TBL
9.3.2.1. Collaborative Creation of Thought Maps
9.3.2.2. Thinking Skills
9.3.2.3. Metacognition
9.3.2.4. Thought Design
9.4. Event-Based Learning
9.4.1. Approach to the Concept
9.4.2. Basis and Foundations
9.4.3. The Pedagogy of Sustainability
9.4.4. Benefits of Learning
9.5. Game-Based Learning
9.5.1. Games as Learning Resources
9.5.2. Gamification
9.5.2.1. What Is Gamification?
9.5.2.2. Fundamentals
9.5.2.3. Narration
9.5.2.4. Dynamics
9.5.2.5. Mechanisms
9.5.2.6. Components
9.5.2.7. Insignias
9.5.2.8. Gamification Apps
9.5.2.9. Examples
9.5.2.10. Criticisms of Gamification, Limitations and Common Errors
9.5.3. Why Use Videogames in Education?
9.5.4. Types of Players According to the Richard Bartle Theory
9.5.5. Escape Rooms/Breakedu, an Organizational Way of Understanding Education
9.6. Flipped Classroom
9.6.1. Organization of Working Time
9.6.2. Advantages of the Flipped Classroom
9.6.2.1. How Can I Effectively Teach Using Flipped Classrooms?
9.6.3. Disadvantages of the Flipped Classroom Focus
9.6.4. The Four Pillars of the Flipped Classroom
9.6.5. Resources and Tools
9.6.6. Practical Examples
9.7. Other Trends in Education
9.7.1. Robotics and Programming in Education
9.7.2. E-learning, Micro-Learning and Other Trends in Networked Methodologies
9.7.3. Neuro-Education Based Learning

9.8. Free, Natural Methodologies Based on Individual Development
- 9.8.1. Waldorf Pedagogy
  - 9.8.1.1. Methodological Basis
  - 9.8.1.2. Strengths, Opportunities and Weaknesses
- 9.8.2. Maria Montessori, the Pedagogy of Responsibility
  - 9.8.2.1. Methodological Basis
  - 9.8.2.2. Strengths, Opportunities and Weaknesses
- 9.8.3. Summerhill, a Radical Point of View on How to Teach
  - 9.8.3.1. Methodological Basis
  - 9.8.3.2. Strengths, Opportunities and Weaknesses

9.9. Educational Inclusion
- 9.9.1. Is There Innovation without Inclusion?
- 9.9.2. Cooperative Learning
  - 9.9.2.1. Principles
  - 9.9.2.2. Group Cohesion
  - 9.9.2.3. Simple and Complex Dynamics
- 9.9.3. Shared Teaching
  - 9.9.3.1. Ratio and Attention to Students
  - 9.9.3.2. Teaching Coordination, as Strategy for Student Improvement
- 9.9.4. Multilevel Teaching
  - 9.9.4.1. Definition
  - 9.9.4.2. Models
- 9.9.5. Universal Learning Design
  - 9.9.5.1. Principles
  - 9.9.5.2. Guidelines
- 9.9.6. Inclusive Experiences
  - 9.9.6.1. Rome Project
  - 9.9.6.2. Interactive Groups
  - 9.9.6.3. Dialogue Talks
  - 9.9.6.4. Learning Communities
  - 9.9.6.5. Includ-ED Project

Module 10. Coaching for Innovation and Educational Excellence

10.1. Well-Being as a Factor of Excellence in Educational Communities
- 10.1.1. Evolution of Society and Its Impact on Education
  - 10.1.1.1. Characteristics of Today's Society
  - 10.1.1.2. Challenges of Today's Society
  - 10.1.1.3. New Educational Needs
- 10.1.2. Social Factors
- 10.1.3. Professional Factors
- 10.1.4. Wellness and Excellence
- 10.1.5. Factors for Educational Well-Being
- 10.1.6. Inclusivity as a Reality
- 10.1.7. School and Family

10.2. Professional Development and Teacher Welfare Plan
- 10.2.1. Teacher Unhappiness
- 10.2.2. Teacher Well-Being
- 10.2.3. Teaching and Personal Development
- 10.2.4. Personal and Professional Life
- 10.2.5. Teacher Review and Evaluation
- 10.2.6. Teacher Welfare as a Factor of Educational Excellence
- 10.2.7. Inspired to Inspire Life Paths
- 10.2.8. Teacher Welfare Plan

10.3. Educational Excellence
- 10.3.1. Towards a Concept of Excellence in Education
- 10.3.2. Teaching vs. Learning
- 10.3.3. Excellence Based on Needs
- 10.3.4. Demand and Excellence
- 10.3.5. Measurements and Factors
- 10.3.6. Management for Educational Excellence

10.4. Coaching for Innovation
- 10.4.1. Processes of Educational Innovation through Coaching
  - 10.4.1.1. In the Apprenticeships
  - 10.4.1.2. In the Groups
  - 10.4.1.3. In the Teachers
  - 10.4.1.4. In Executive Management
  - 10.4.1.5. In the Center
- 10.4.2. Evaluation as a Tool for Innovation
- 10.4.3. What, When and How to Assess?
- 10.4.4. Objectives for Innovation
- 10.4.5. Establish Achievement Indicators
- 10.4.6. Process Monitoring
- 10.4.7. Celebrating Achievements
- 10.4.8. Educational Innovation Plan

10.5. Educating in the Will of Meaning
- 10.5.1. Approach to the Concept
- 10.5.2. The Thought of Viktor Frankl
- 10.5.3. Logotherapy and Education

10.6. Towards a Pedagogy of Interiority
- 10.6.1. Spirituality and Pedagogy
- 10.6.2. "Learning to Be"

10.7. Coaching for Integrative Education
- 10.7.1. Towards a Pedagogy of Interiority
- 10.7.2. Educating the Whole Person
- 10.7.3. Educating for the Three Centers
- 10.7.4. Duty and Pleasure in Education
- 10.7.5. Educating Integratively
- 10.7.6. Conclusions: a Road Ahead
- 10.7.7. An Educational Project based on Educational Coaching

10.8. Meaning and Purpose of Education
- 10.8.1. The Golden Circle
- 10.8.2. Why and What For?
- 10.8.3. The How
- 10.8.4. The What
- 10.8.5. Alignment of Education Levels
- 10.8.6. Educating in the Will of Meaning
- 10.8.7. Challenges for the Education of the Self from Coaching and Logopedagogy
- 10.8.8. Tools for the Alignment of Educational Levels

10.9. Educating to Be
- 10.9.1. Pedagogical Contributions in Education to Be
- 10.9.2. Report of the Faure Commission for UNESCO
- 10.9.3. Jacques Delors Report
- 10.9.4. Decalogue of an Education to Be
- 10.9.5. Beyond Knowledge
- 10.9.6. Educating for Life
- 10.9.7. Educating Integratively
- 10.9.8. Inhabiting the Inside
- 10.9.9. Educating Ego and Self
- 10.9.10. Developing a Sense
- 10.9.11. Inclusivity and the Common Good
- 10.9.12. Self-Realization and Service
- 10.9.13. Transformation

You will be able to identify students' strengths and areas for improvement, providing them with the necessary support to reach their full potential"

04

Teaching Objectives

This program aims to raise personal awareness, enabling professionals to take an active role in their own transformation process. Each module not only focuses on the child, their family, and their teachers but also on the specialist as an agent of change, responsible for their own evolution. Through a comprehensive perspective, learning based on coherence is encouraged, promoting an innovative and reflective approach. In this way, graduates will be prepared to accompany and educate with greater sensitivity, understanding, and commitment in educational and social environments with significant impact.

Study at your own pace, from anywhere, with access to up-to-date materials and interactive multimedia content"

General Objectives

- Understand what the Coaching process is and the elements that comprise it, as well as the differences with other approaches
- Establish the psycho-evolutionary development of children and adolescents to whom Educational Coaching is directed
- Discover the process to be followed in Coaching sessions (GROW)
- Understand the deep relationship between communication and interpersonal relationships
- Recognize the importance of communication in a Coaching process
- Learn the structure of feedback and when to apply it
- Learn the structure and intention of integrating parts
- Analyze communication in children and adolescents
- Identify the relationship between Coaching and the fields of Neuroscience
- Understand what emotional intelligence is
- Understand and enhance socio-emotional competencies
- Identify the importance of motivation
- Learn how to apply emotional intelligence in the classroom
- Equip future coaches with tools to identify talent, as well as tools for its development through empowerment and sponsorship

Specific Objectives

Module 1. Neurosciences and Education

- Understand the functioning of the brain and its structures
- Establish the concepts of learning and its different levels, styles, types, and competencies
- Relate Basic Learning Devices and Executive Functions in the development of activities
- Learn about Multiple Intelligences and the benefits of implementing them in the educational field
- Recognize the importance of play as a tool for Neurodidactics and Learning
- Implement Movement and Learning exercises within the classroom as learning sessions
- Relate Coaching to Neuroscience and the empowerment it generates in students

Module 2. Beliefs, Values, and Identity

- Identify limiting beliefs
- Understand cognitive distortions
- Learn belief change dynamics
- Learn how to guide young people in their academic orientation
- Identify what creativity is
- Adopt a creative attitude as a Coach
- Learn and use literary art in the Coaching process
- Practice using visual and performing arts in Coaching sessions

Module 3. Coaching

- Understand what the Coaching process is
- Identify different types of Coaching and focus on Educational Coaching
- Establish the differences between Coaching and other disciplines
- Describe the historical background of Coaching from philosophy, education, and psychology
- Learn about various schools and currents, as well as their philosophy
- Analyze the psycho-evolutionary development of children and adolescents that Educational Coaching is aimed at: emotional, social, and cognitive development

Module 4. Emotional Intelligence

- Identify what emotional intelligence is
- Discover the history that underpins emotional intelligence
- Distinguish myths about emotional intelligence
- Learn about the functions of emotions
- Establish the characteristics of emotions
- Describe the processes of emotions
- Relate the interaction between emotion and thought processes
- Recognize the influence of emotions on thought processes
- Identify the various emotional skills
- Learn strategies for developing emotional competencies

Module 5. Systemic Pedagogy

- Learn the theoretical foundations and origins of Systemic Coaching
- Understand how the family system works as the first human relationship system
- Acquire knowledge of how the couple functions and its application in Educational Coaching
- Use coaching tools for contexts such as divorce and separations, and foster the best environment for the child
- Understand the legal framework affecting separation and divorce processes related to minors and working with the coach
- Know how different stages of the life cycle influence people and how to apply this in Educational Coaching contexts to foster the maturation process of the child and the family system

Module 6. Communication

- Deepen the importance of communication in the Coaching process
- Explore the different levels and components of communication
- Understand different linguistic acts
- Delve into the concept of feedback in the Educational Coaching process

Module 7. Educational Coaching

- Learn techniques for the effective management of internal teams in educational institutions, as well as with students and parents
- Recognize the different types of leadership and specific tools that will enhance management effectiveness
- Recognize the influence of sound and the components of music on humans
- Recognize bodily sensations, emotions, beliefs, and behaviors characteristic of stage fright
- Learn how to use coaching to promote healthy eating habits instead of using rewards and punishments with food
- Learn to apply the discipline of Coaching in educational, sports contexts, and high-performance teams
- Develop strategies for setting sports goals

Module 8. Talent, Vocation, and Creativity

- Understand the 5 key aspects to recognize talent
- Learn the use of the Six Thinking Hats technique as a creative work method in the classroom
- Use performing arts, visual arts, and literary techniques to express emotions and incorporate fundamental skills for public speaking
- Master the dynamics that allow exploration of vocation and purpose at early ages

Module 9. Active Methodologies and Innovation

- Understand what active methodologies are and how they work
- Explore the concept of project-based, problem-based, and challenge-based learning
- Understand the basic principles of learning based on thoughts, events, or play
- Learn about the new trends in education
- Delve into free, natural methodologies based on individual development

Module 10. Coaching for Innovation and Educational Excellence

- Deepen the concept of well-being as a factor for excellence in educational communities
- Create professional development and teacher well-being plans
- Delve into the concept of educational excellence
- Understand the different processes of educational innovation through Coaching

Incorporate Coaching tools to foster creativity, motivation, and critical thinking in the classroom"

05

Career Opportunities

This program at TECH Global University represents a unique opportunity for professionals who wish to update their competencies and master the most innovative Educational Coaching tools. Experts will be able to optimize emotional management in the classroom, resolve conflicts peacefully, and develop strategies to help students reach their full potential. These skills will enable them to improve their performance in various educational environments, promoting more effective teaching focused on the well-being of individuals.

Learn to manage stress, balance personal and professional life, and enhance motivation in teaching"

Graduate Profile

The graduate of this Master's Degree will be a highly skilled professional capable of applying the most cutting-edge Coaching methodologies in academic contexts. In this way, they will significantly facilitate learning processes, promoting the personal growth of students. Thanks to this, the expert will optimize communication and create inclusive and equitable learning environments. All of this will contribute to improving both academic performance and the emotional well-being of students.

Get certified by TECH, the world's largest online university, recognized for its academic excellence and innovative approach.

- Application of Coaching in Education: Ability to integrate coaching strategies into the classroom, promoting meaningful learning and student-centered education
- **Emotional Management and Educational Leadership:** Master tools to improve emotional intelligence in students and teachers, enhancing the school environment
- **Innovation in Teaching:** Implement active methodologies that enhance creativity, critical thinking, and student autonomy
- **Effective Communication:** Develop skills for active listening, conflict resolution, and academic guidance from a holistic approach

After completing the Master's Degree, you will be able to perform your knowledge and skills in the following positions:

1. Educational Coach: Apply coaching strategies to improve learning and coexistence in the classroom.
2. **School and Vocational Counselor:** Assist students in their personal, academic, and professional development through coaching-based guidance processes.
3. **Educational Well-being Technician:** Design and implement programs that promote resilience, emotional intelligence, and student well-being.
4. Administrator of Bullying Prevention and Academic Conflict Programs: Incorporate innovative Educational Coaching strategies to improve coexistence and the school climate.

"Develop key skills in change management, conflict resolution, and organizational coaching to drive educational institutions forward"

06

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.

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.

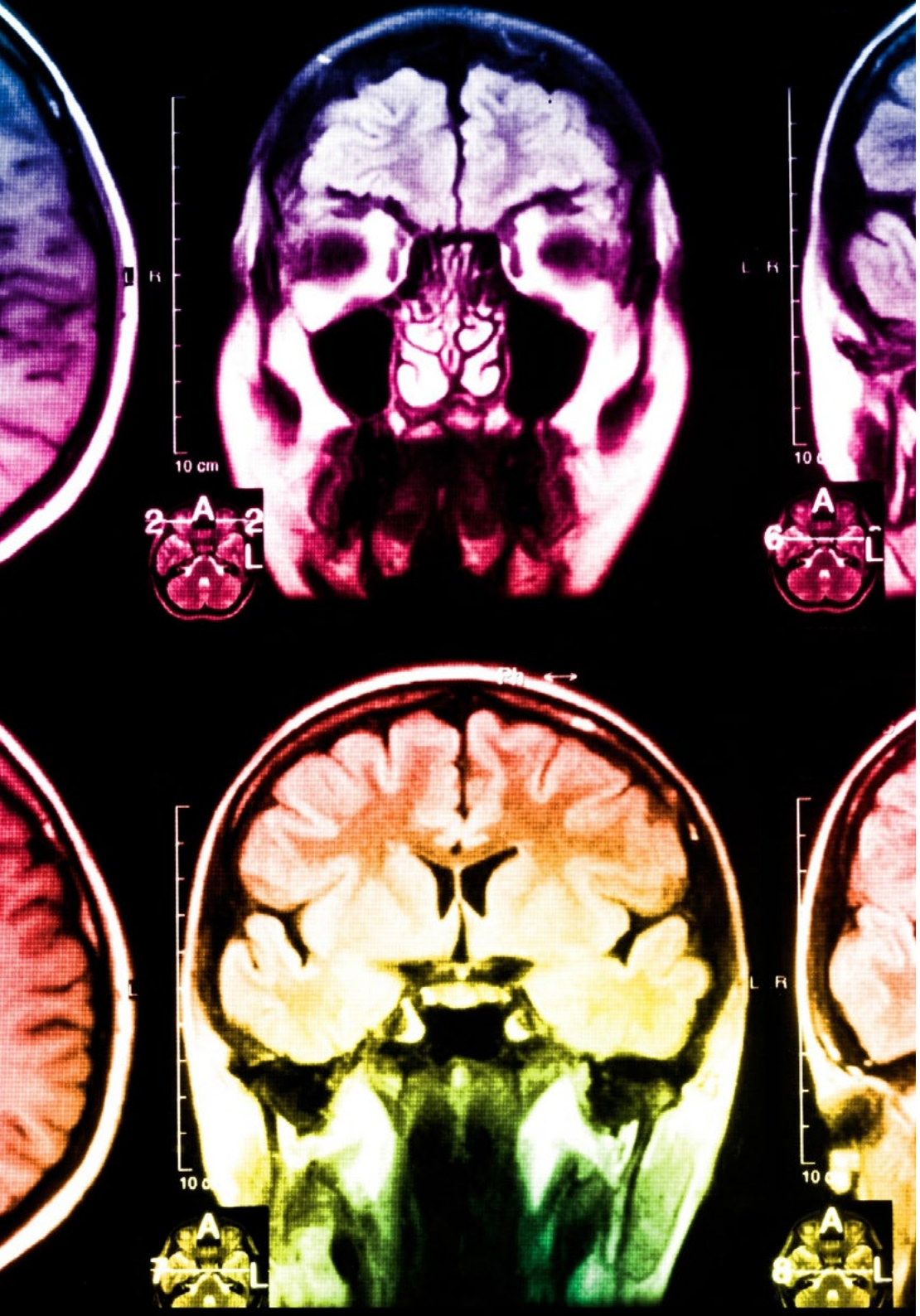
In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

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.

As such, the best educational materials, thoroughly prepared, will be available in this program:

Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.

Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.

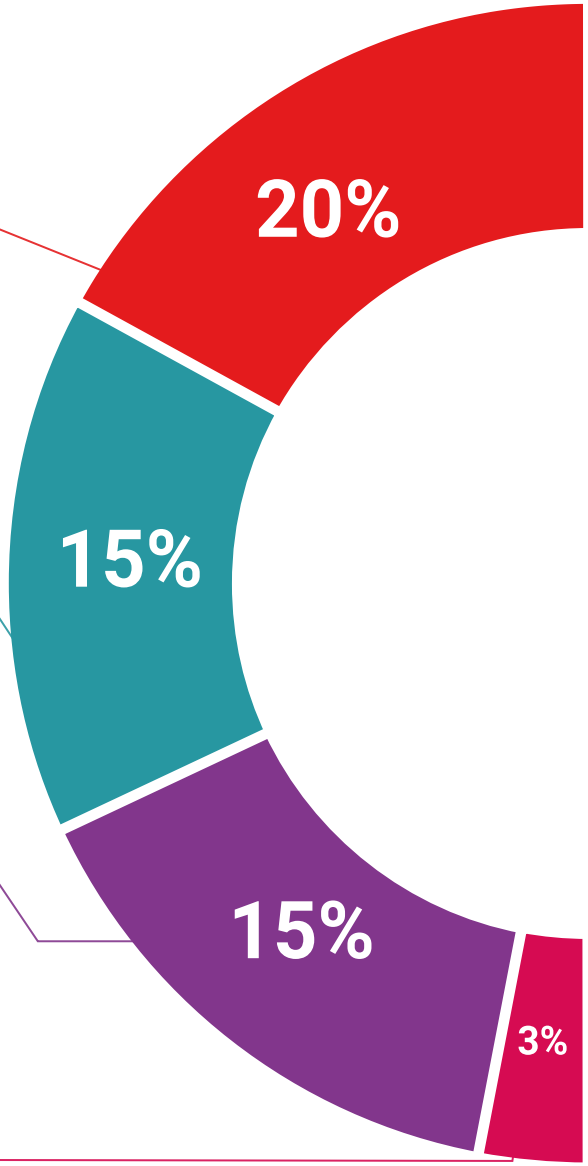
Interactive Summaries

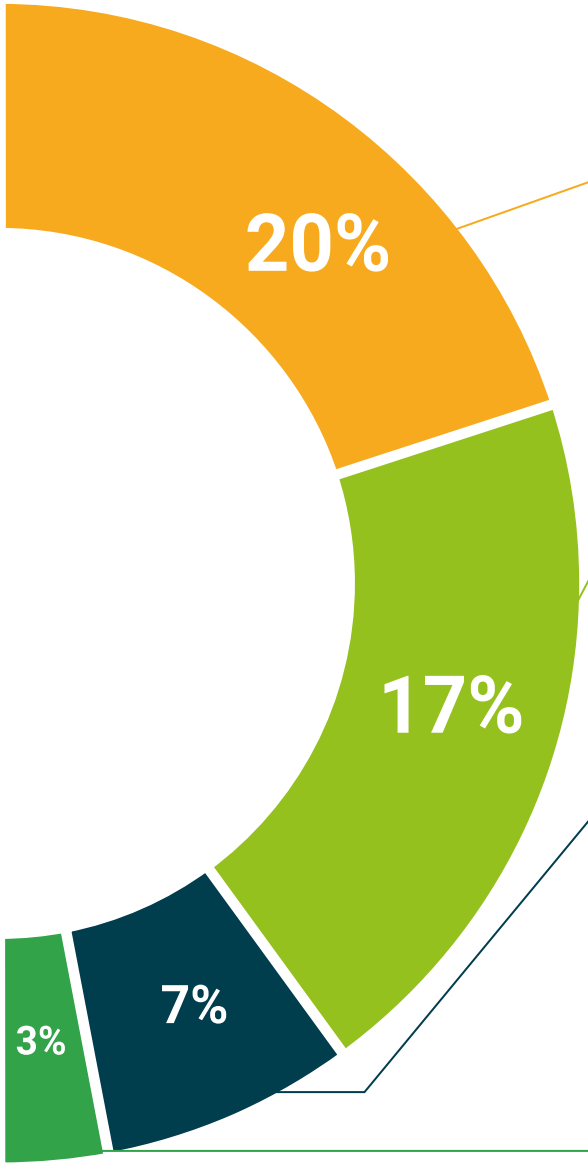
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".

Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.

Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an expert strengthens knowledge and memory, and generates confidence for future difficult decisions.

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical and effective way to help students progress in their learning.

07

Teaching Staff

The structure of the content has been designed by experts from the best educational institutions and universities in the country, committed to delivering quality education through innovative technologies. This team has developed a comprehensive specialization that will allow professionals to stand out in healthcare and educational institutions, positively impacting the development of children and adolescents. Their up-to-date and rigorous approach ensures exceptional training, providing essential tools to address the challenges in the sector. In this way, graduates will be prepared to apply innovative strategies that enhance learning and well-being for minors in various professional environments.

A specialized Mental Health team will be responsible for addressing any questions you may have regarding the curriculum of this university program"

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 management 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 at the Centre for Wellbeing Science at the University of Melbourne and **an honorary fellow** of the **Carnegie School of Education** at **Leeds Becket 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

- Global Director at Growth Coaching International, Sydney, 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*
- PhD in English from University of Birmingham
- Master's Degree in Psychology from 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 University of Melbourne, Australia

Thanks to TECH, you will be able to learn with the best professionals in the world"

Management

Mr. Riquelme Mellado, Francisco

- Head of Studies at CEA Mar Menor. Torre-Pacheco, Murcia, Spain
- Teacher Counselor at the Regional Ministry of Education of the Region of Murcia.
- Professor of the specialty of Drawing
- Coordinator of the Visual Arts Projects in the Hospital Classrooms of the Region of Murcia.
- Education Project Trainer and Head of the Botín Foundation in the Region of Murcia.
- He writes for the educational magazine INED21. Educational Project "Una Educación para Ser"
- Blogger and educational communicator
- Degree in Fine Arts from the Polytechnic University of Valencia.
- Specialist Master's Degree in Art Therapy by the School of Practical Psychology of Murcia.
- Gestalt Training with the SAT program (Claudio Naranjo Foundation)
- ICF, ASESCO AECOP AECOP certified coach with competencies in NLP and Systemic Coaching.
- Trainer of trainers for CEFIRE of Orihuela and CPR Murcia

Mr. Romero Monteserín, Jose María

- Academic Director at the School of Spanish Language of the University of Salamanca in Lisbon
- Collaborator in several ELE-USAL in Management
- External professor at the CIESE-Comillas Foundation in the Educational Center Management and Training
- Online Trainer in Management of Educational Centers at Fundación CIESE-Comillas
- Degree in Teaching at the Complutense University of Madrid
- Master's Degree in Management of Educational Centers from the Antonio de Nebrija University
- Master's Degree in High School Teacher Training from the University CEU Cardenal Herrera
- Postgraduate Degree in School Organization
- Higher University Technician in Human Resources
- Higher Technician in In-Company Training
- Expert in Project Management

Dr. Beltrán Catalán, María

- Pedagogue Therapist at Oriéntate con María
- Founder and Co-Director of PostBullying Spanish Association
- PhD *Cum Laude* in Psychology from the University of Cordoba
- Winner of the Young Award for Scientific Culture 2019, granted by the Spanish National Research Council (CSIC) and the City Council of Seville

Mr. Visconti Ibarra, Martín

- General Director at Academia Europea Guadalajara
- Former General Director at Academia Europea Bilingual School
- Expert in Educational Sciences, Emotional Intelligence and Counselor
- Former Scientific Advisor to the Spanish Parliament
- Collaborator of the Juegaterapia Foundation
- Master's Degree in Management and Administration of Educational Centers
- Online Master's Degree in Learning Difficulties and Cognitive Processes
- Degree in Primary Education

Ms. Jiménez Romero, Yolanda

- Pedagogical Advisor and External Educational Collaborator
- Academic Coordinator of Online University Campus
- Territorial Director of the Extremadura-Castile La Mancha Institute of High Abilities
- Creation of INTEF Educational Contents in the Ministry of Education and Science
- Degree in Primary Education, English specialization
- Psychopedagogue by the International University of Valencia
- Master's Degree in Neuropsychology of High Abilities
- Master's Degree in Emotional Intelligence Specialist in NLP Practitioner

Teachers

Ms. Jurado, Pilar

- Neurocoach Certified as an International Coaching Expert by the National Learning Institute (INA)
- Master's Degree in Primary Education
- Teacher in Hospital Classrooms of the HUVA in Murcia
- Trainer in Change Management with tools such as Lego Serious Play at the Human High-Performance Center of Anna Fortea
- Graduate in Primary Education, University of Murcia specializing in Intercultural and Learning Difficulties
- Administration and Finance at the High School Miguel de Cervantes

Ms. Rodríguez Ruiz, Celia

- Clinical Psychologist at EVEL Center
- Psychopedagogical Area Manager at Atenea Study Center.
- Pedagogical Advisor at Cuadernos Rubio
- Editor of Hacer Familia Magazine
- Editor of Webconsultas Healthcare Medical Team
- Collaborator at the Eduardo Punset Foundation
- Bachelor's Degree in Psychology from the UNED
- Bachelor's Degree in Pedagogies from the Complutense University Madrid
- Specialist in Cognitive Behavioral Therapy in Childhood and Adolescence from the UNED
- Specialist in Clinical Psychology and Child Psychotherapy by INUPSI
- Trained in Emotional Intelligence, Neuropsychology, Dyslexia, ADHD, Positive Emotions, and Communication

Dr. Álvarez Medina, Nazaret

- Educational Counselor, Tenured Member of the Secondary Education Teaching Staff in the Community of Madrid
- Preparer of public education competitive examinations
- Principal of the Jesús del Monte public school Hazas de Cesto, Cantabria
- Director of the Aurelio E. Acosta Fernández Public Center, Santiago del Teide
- Doctor of Psychology. Complutense University of Madrid
- Degree in Educational Psychology. Open University of Catalonia
- Degree in Primary School Education with a Major in English Language. Camilo José Cela University
- Postgraduate degree in "Coaching Psychology". Complutense University of Madrid
- Official Master's Degree on Educational Treatment of Diversity
- Diploma in Teaching English as a Foreign Language. La Laguna University
- Degree in Educational and Executive Coaching from the Complutense University of Madrid
- University expert in analytical knowledge society. International University of La Rioja

Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"

08

Certificate

The Master's Degree in Educational Coaching guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University..

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 **Master's Degree in Educational Coaching** 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.

TECH is a member of the prestigious **Association for Teacher Education in Europe (ATEE)**, the leading international association dedicated to teacher training. This partnership highlights its commitment to academic advancement and quality.

Accreditation/Membership

ATEE
Association for Teacher Education in Europe

Title: **Master's Degree in Educational Coaching**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Master's Degree in Educational Coaching

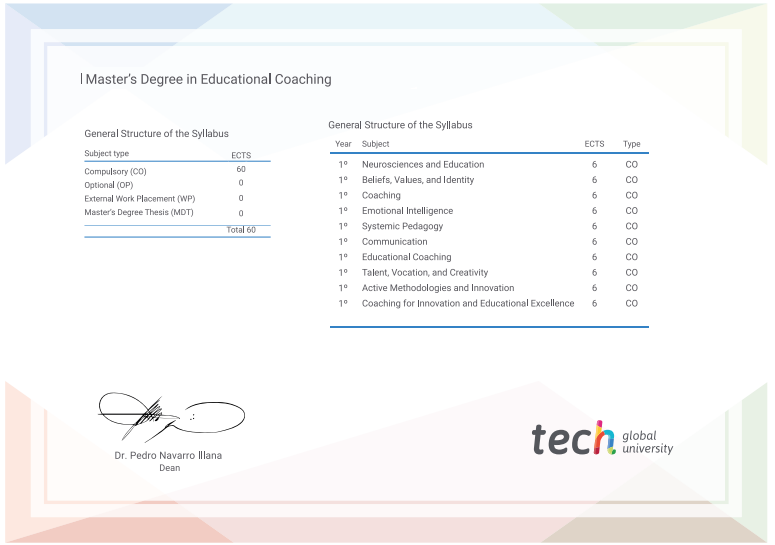
This is a private qualification of 1,800 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates



| Master's Degree in Educational Coaching

General Structure of the Syllabus

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Neurosciences and Education	6	CO
1º	Beliefs, Values, and Identity	6	CO
1º	Coaching	6	CO
1º	Emotional Intelligence	6	CO
1º	Systemic Pedagogy	6	CO
1º	Communication	6	CO
1º	Educational Coaching	6	CO
1º	Talent, Vocation, and Creativity	6	CO
1º	Active Methodologies and Innovation	6	CO
1º	Coaching for Innovation and Educational Excellence	6	CO

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Dean

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*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

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Master's Degree
Educational Coaching

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Accreditation: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Master's Degree

Educational Coaching

Accreditation/Membership

ATEE
Association for Teacher Education in Europe

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