

Postgraduate Certificate

Educational Coaching: Beliefs, Values, and Identity





Postgraduate Certificate Educational Coaching: Beliefs, Values, and Identity

- » Modality: online
- » Duration: 8 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/in/education/postgraduate-certificate/educational-coaching-beliefs-valuesi-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"*

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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

- ♦ 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

- ♦ 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”

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.





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

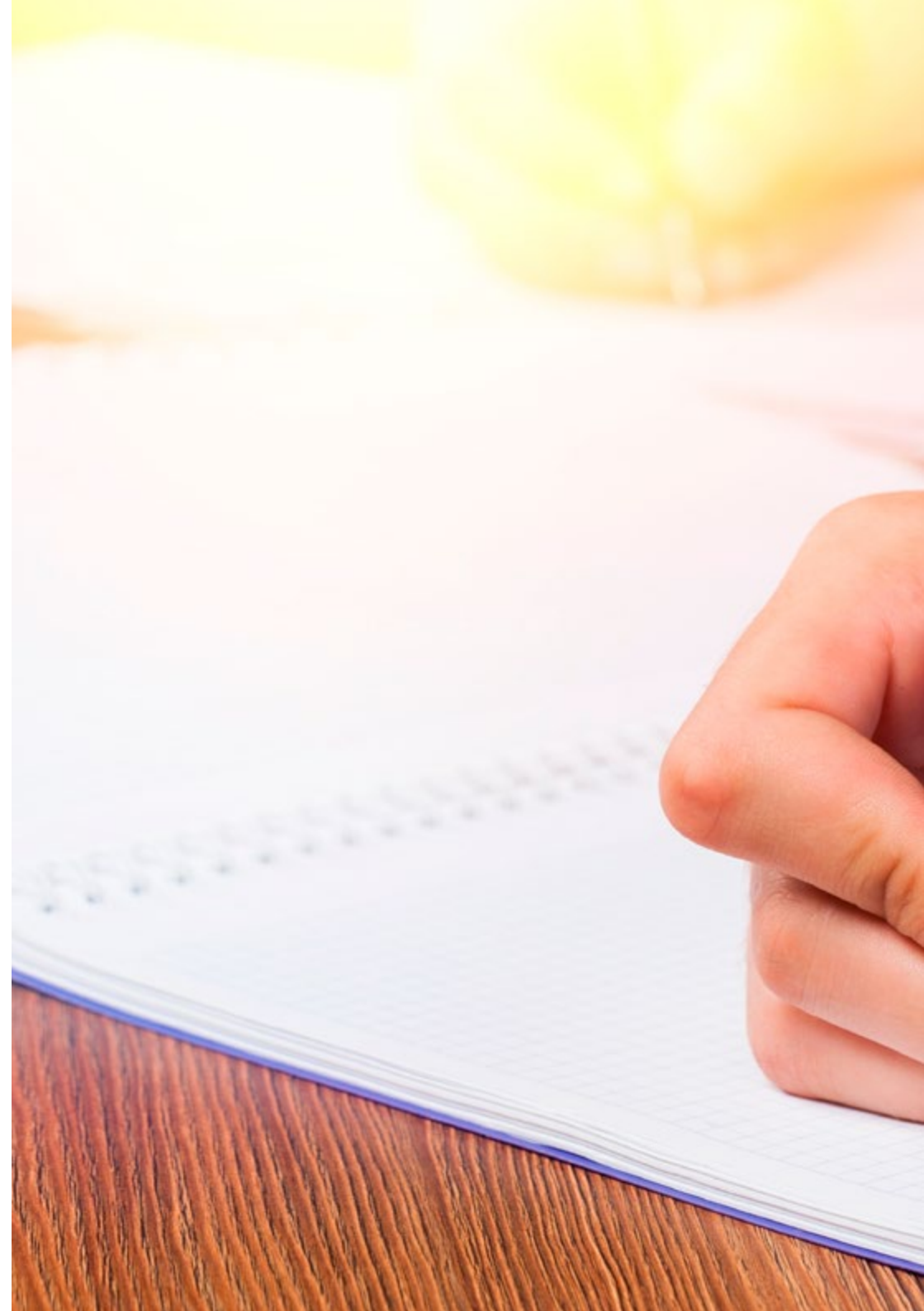
Module 1. Beliefs, Values, and Identity

- 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”

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Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



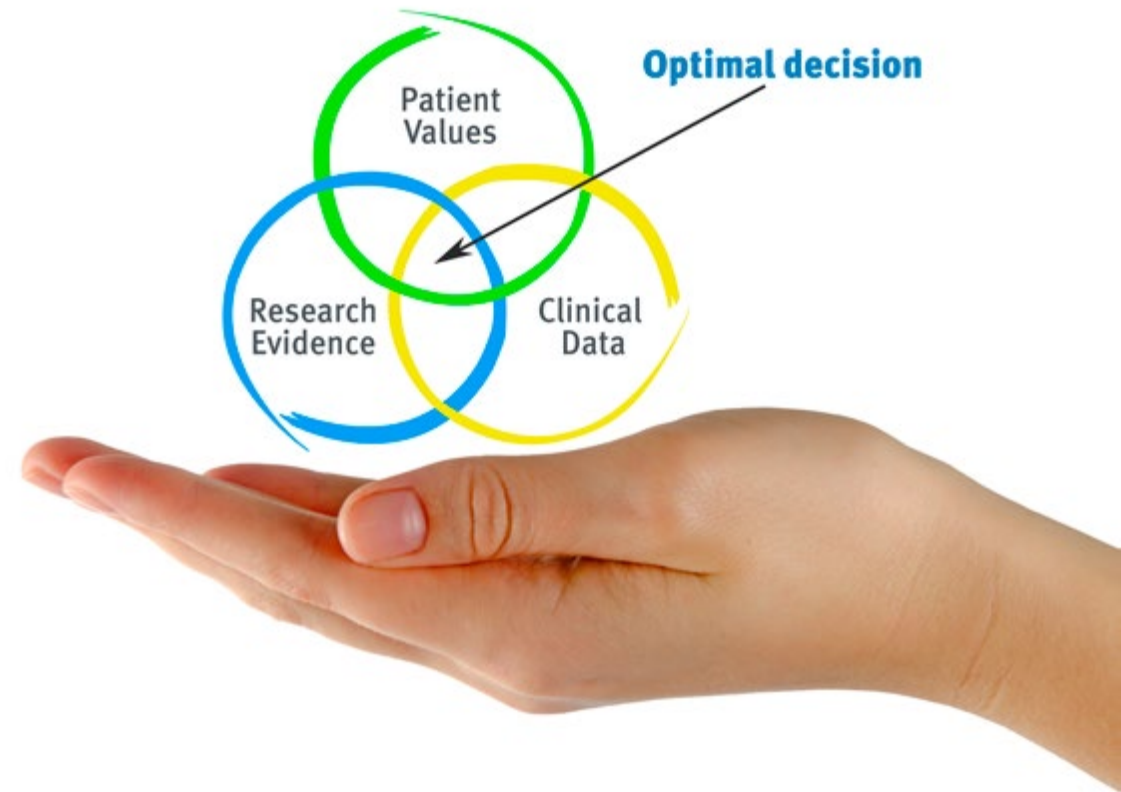
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

“

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

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

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

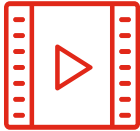
*Relearning will allow you to learn with less effort
and better performance, involving you more in
your specialization, developing a critical mindset,
defending arguments, and contrasting opinions:
a direct equation to success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

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

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

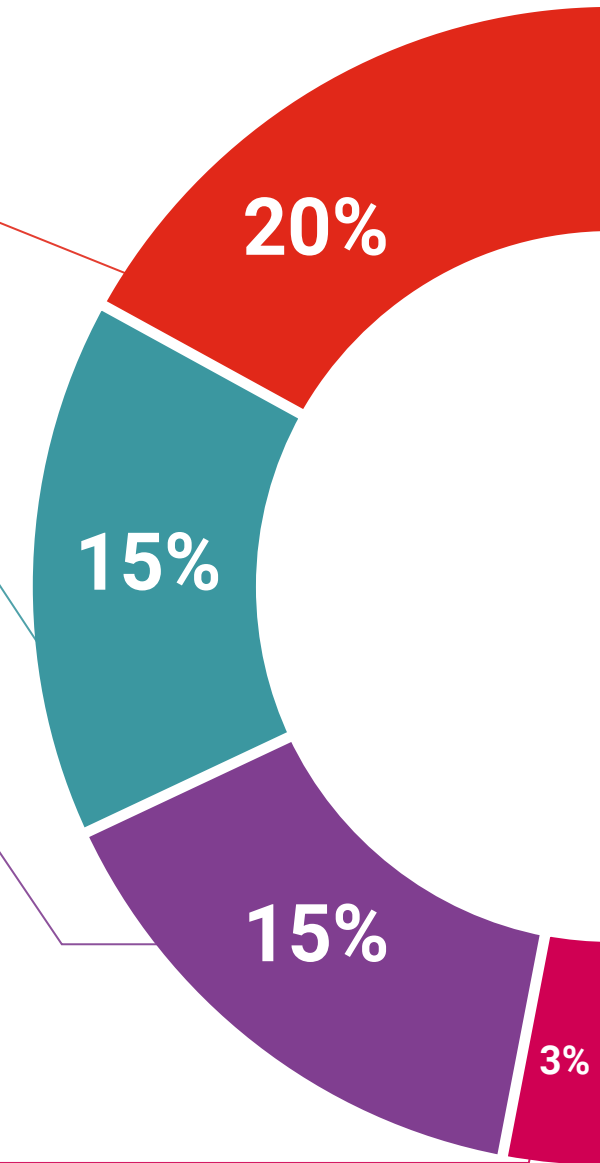
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

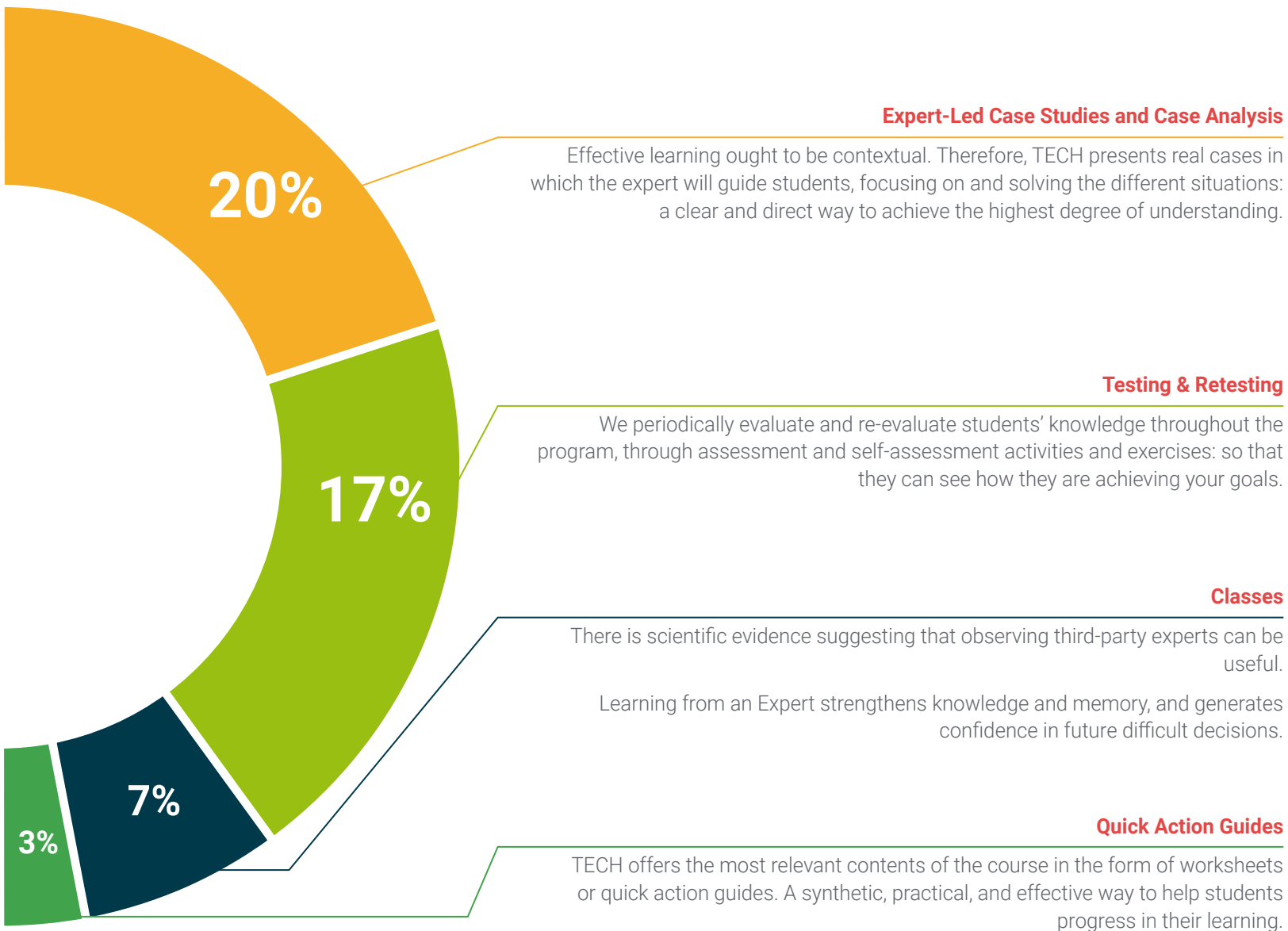
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





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 Technological University.



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

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

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the **Postgraduate Certificate**, and meets the requirements commonly demanded by labor exchanges, competitive examinations and professional career evaluation committees.

Title: **Postgraduate Certificate in Educational Coaching: Beliefs, Values, and Identity**
Official N° of hours: **300 h.**



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



Postgraduate Certificate
Educational Coaching:
Beliefs, Values, and Identity

- » Modality: online
- » Duration: 8 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Postgraduate Certificate

Educational Coaching: Beliefs, Values, and Identity

