

# Postgraduate Certificate Educational Coaching





## Postgraduate Certificate Educational Coaching

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

Website: [www.techtitute.com/us/education/postgraduate-certificate/educational-coaching](http://www.techtitute.com/us/education/postgraduate-certificate/educational-coaching)

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01

# Introduction

The latest advances in Neurosciences are giving an important turn to new methodological approaches related to the teaching and learning process in the classroom. Knowing how the brain perceives, processes, elaborates, stores and retrieves information are key aspects for any educational process.





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

Bringing the contributions of neuroscience closer to daily classroom practice, in relation to the latest research on the brain, is a necessity and a responsibility to be assumed by the different educational agents, who are far from having a clear understanding of how the brain works in the complex learning situations that often arise in the classroom.

Educational Coaching is a comprehensive process of accompaniment through the implementation of professional techniques, focused on the acquisition, development and strengthening of the necessary competencies to achieve the objectives set by coaches who are agents of the educational system (Bécart, 2015).

For Whitmore (2011), "Coaching is about unleashing a person's potential to maximize performance. This way of understanding "learning" makes coaching a privileged methodology for direct intervention in the classroom. Its basic tool is the question.

Coaching has become a tool that provides and contributes to the development of strategies that favor the personal and professional growth of those who strive to proactively achieve success (Ravier, 2005); it can be understood as a comprehensive process that seeks to help students achieve their goals in the field. In addition, it improves performance, deepens self-knowledge and improves the quality of life, providing learning that generates behavioral transformation sustained over time, with continuous actions and reflections (Carrera and Luz, 2008). Its purpose, as Whitmore (2003) points out, is to improve people's performance through the factors that can enhance it and by stimulating their ability to learn how to learn.

This training combines basic knowledge in neurosciences and Educational Coaching, tools that allow the teacher to seek to improve the performance of their students in those areas that people demand, guide them to change and focus them on the present situation through the tools and resources of Coaching.

This program pays special attention to the origins, definitions and current trends in Coaching, as well as the competencies of a good coach and the different models of intervention through Coaching.

As a novel aspect, it introduces the student to the study of psychological and educational theories connected to Coaching, in the fields of education in which it is applied and its benefits.

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

- ♦ Development of Practice cases 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
- ♦ News on Advances in Neuroscience and Neurodidactics
- ♦ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ♦ With special emphasis on innovative methodologies in the teaching and learning process
- ♦ 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"*

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*This Postgraduate Certificate may be the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in Educational Coaching, you will obtain a qualification from the TECH Global University"*

It includes, in its teaching staff, professionals belonging to the field of Teaching and Pedagogy, who will enable in this program the experience of their work, in addition to recognized specialists belonging to reference societies and prestigious 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 prepare in real situations.

The design of this program is based on Problem-Based Learning, by means of which the student must try to solve the different situations of professional practice that arise throughout the Postgraduate Certificate. For this, the students will be assisted by an innovative interactive video system created by recognized experts in the field of Educational Coaching and with great 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 and improve the attention to your students.*



02

# Objectives

The Postgraduate Certificate in Educational Coaching is oriented to facilitate the performance of the teaching professionals in the teaching and learning process based on neurosciences, neurodidactics, new methodologies and educational coaching.





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*This Postgraduate Certificate is oriented so that you can update your knowledge in Educational Coaching, with the use of the latest educational technology, to contribute with quality and security to the decision making and monitoring of these students"*



## General Objectives

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- ♦ Provide students with advanced training, of a specialized nature and based on theoretical and instrumental knowledge that allows them to acquire and develop the competencies and skills necessary to obtain a qualification as an Education professional with competencies in Educational Coaching
- ♦ Provide the students with basic knowledge about Coaching in the classroom based on the latest models, therapies and processes involved in education
- ♦ Improve academic performance and develop strategies to prevent school failure through the implementation of strategies related to Coaching
- ♦ Disseminate the bases and areas of action of the coach to promote the personal and social improvement of students within the framework of school coexistence



*Take advantage of the opportunity and take the step to get up to date on the latest developments in Educational Coaching"*





## Specific Objectives

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- ♦ Know Coaching and its epistemological sources
- ♦ Become aware of the actors involved in the coaching process
- ♦ Know the areas of action of Coaching
- ♦ Become aware of the differences between Coaching, Mentoring and Psychotherapy
- ♦ Become familiar with the agents in the Coaching Process
- ♦ Manage the basic concepts of Coaching and the most used structures in Coaching processes
- ♦ 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

03

# Course Management

The program includes in its teaching staff reference experts in Neurocoaching and Psychopedagogy who pour into this education the experience of their work. In addition, other experts of renowned prestige participate in its design and planning completing the program in an interdisciplinary manner.





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*Learn from leading professionals the latest advances in Educational Coaching procedures”*

## International Guest Director

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

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

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



## Dr. Van Nieuwerburgh, Christian

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



*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 at the Department of Education of the Region of Murcia
- ♦ Professor of Drawing Specialty
- ♦ Coordinator of the Visual Arts Projects in the Hospital Classrooms of the Region of Murcia
- ♦ Trainer of the Education Project and Head of the Botín Foundation in the Region of Murcia
- ♦ He writes for the educational magazine INED21. Educational Project An Education for Being
- ♦ Blogger and educational communicator
- ♦ Degree in Fine Arts from the Polytechnic University of Valencia
- ♦ Professional Master's Degree in Art Therapy by the School of Practical Psychology of Murcia
- ♦ Gestalt training with the SAT program of the Claudio Naranjo Foundation
- ♦ ICF, ASESCO and 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 Spanish Language School of the University of Salamanca in Lisbon
- ♦ Collaborator in several ELE-USAL in Management
- ♦ External Professor at the CIESE-Comillas Foundation in Management of Educational Centers and Training
- ♦ Online Trainer in Management of Educational Centers at Fundación CIESE-Comillas
- ♦ Degree in Education from the Complutense University of Madrid
- ♦ Professional Master's Degree in Management of Educational Centers, Antonio de Nebrija University
- ♦ Professional Master's Degree in Secondary Teacher Training from CEU Cardenal Herrera University
- ♦ Postgraduate Degree in School Organization
- ♦ University Technician in Human Resources Management. Management
- ♦ Senior Technician in In-Company Training
- ♦ Postgraduate Diploma 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



### **Dr. Visconti Ibarra, Martín**

- ♦ General Director of the Bilingual School European Academy
- ♦ PhD in Education and Behavioral Sciences
- ♦ Specialization in Emotional Intelligence
- ♦ Degree in Elementary Education Teaching
- ♦ Online Professional Master's Degree in Learning Difficulties and Cognitive Processes



### **Ms. Jiménez Romero, Yolanda**

- ♦ Pedagogical advisor and External Educational Collaborator
- ♦ Academic Coordinator Online University in Campus
- ♦ Territorial Director of the Extremeño-Castilla La Mancha Institute of High Abilities
- ♦ Creation of INTEF Educational Content at the Ministry of Education and Science
- ♦ Degree in Primary Education, English specialization
- ♦ Psychopedagogue from the International University of Valencia
- ♦ Professional Master's Degree in Neuropsychology of High Abilities
- ♦ Professional Master's Degree in Emotional Intelligence Specialist in NLP Practitioner

04

# Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the relevance of up-to-date, innovative education and are committed to quality teaching using new educational technologies.





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*This Postgraduate Certificate in Educational Coaching 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. Talent, vocation, and creativity

- 2.1. Talent and its Educational Importance
  - 2.1.1. Talent
  - 2.1.2. Components
  - 2.1.3. Talent is Diverse
  - 2.1.4. Measuring and Discovering Talent
  - 2.1.5. Gallump Test
  - 2.1.6. Test of Garp
  - 2.1.7. Career Scope
  - 2.1.8. MBTI
  - 2.1.9. Success DNA
- 2.2. Talent and Key Competencies
  - 2.2.1. Key Competencies Paradigm
  - 2.2.2. Key Competencies
  - 2.2.3. The role of the Intelligences
  - 2.2.4. Knowledge: Uses and Abuses in Education
  - 2.2.5. The Importance of Skills
  - 2.2.6. The Differentiating Factor of Attitude
  - 2.2.7. Relationship between Talent and Key Competencies
- 2.3. Talent Development
  - 2.3.1. Learning modalities. Richard fields
  - 2.3.2. The Element
  - 2.3.3. Talent Development Procedures
  - 2.3.4. Mentor Dynamics
  - 2.3.5. Talent and Educational Approach
- 2.4. Motivation Mechanisms
  - 2.4.1. Needs, Desires and Motivations
  - 2.4.2. Decision Making
  - 2.4.3. Executive Capabilities
  - 2.4.4. Procrastination
  - 2.4.5. Duty, Love and Pleasure in Education
  - 2.4.6. Emotional Habits for Motivation
  - 2.4.7. Motivational Beliefs
  - 2.4.8. Values for Motivation
- 2.5. Vocation, Meaning and Purpose
  - 2.5.1. The Importance of Vocation
  - 2.5.2. Meaning and Purpose
  - 2.5.3. Vision, Mission, Commitment
  - 2.5.4. Exploring Vocation
  - 2.5.5. Teaching Vocation
  - 2.5.6. Educating for Vocation
- 2.6. Towards a Definition of Creativity
  - 2.6.1. Creativity
  - 2.6.2. Brain Functioning and Creativity
  - 2.6.3. Intelligences, Talents and Creativity
  - 2.6.4. Emotions and Creativity
  - 2.6.5. Beliefs and Creativity
  - 2.6.6. Divergent Thinking
  - 2.6.7. Convergent Thinking
  - 2.6.8. The Creative Process and its Phases
  - 2.6.9. Disney Dynamics
- 2.7. Why Creativity?
  - 2.7.1. Arguments for Creativity Today
  - 2.7.2. Personal creativity for Life
  - 2.7.3. Creativity in Art
  - 2.7.4. Creativity for Problem Solving
  - 2.7.5. Creativity for Professional Development
  - 2.7.6. Creativity in the Coaching Process
- 2.8. Creativity Development
  - 2.8.1. Conditions for Creativity
  - 2.8.2. Artistic Disciplines as Precursors of Creativity
  - 2.8.3. The Art Therapy Approach
  - 2.8.4. Creativity Applied to Challenges and Problem Solving
  - 2.8.5. Relational Thinking
  - 2.8.6. Edward de Bono's Hats



- 2.9. Creativity as a Value in Education
  - 2.9.1. The Need to Encourage Creativity in Education
  - 2.9.2. Active Methodologies and Novelty
  - 2.9.3. Educational Models that Value Creativity
  - 2.9.4. Means, Times and Spaces to Apply Creativity in the Classroom
  - 2.9.5. Disruptive Education
  - 2.9.6. Pensamiento Visual
  - 2.9.7. Design Thinking
- 2.10. Creative Techniques
  - 2.10.1. Relational Thinking Techniques
  - 2.10.2. Techniques for Generating Ideas
  - 2.10.3. Techniques for Evaluating Ideas
  - 2.10.4. Exercises of Ingenuity
  - 2.10.5. Artistic Disciplines for Creative Development
  - 2.10.6. RCS Method
  - 2.10.7. Other Techniques and Methods

05

# 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

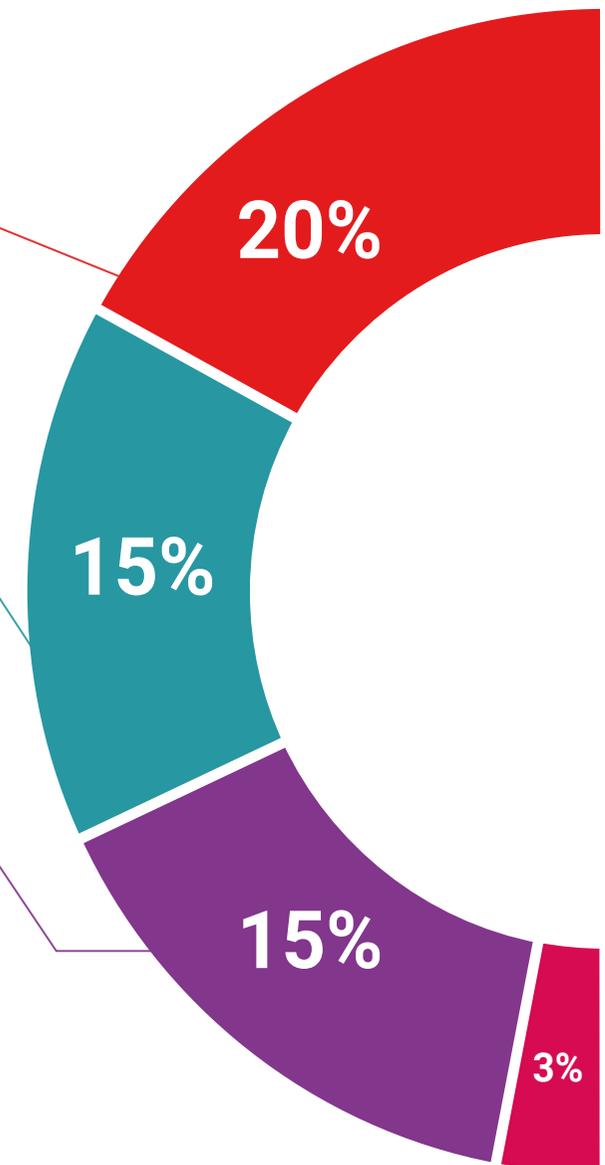
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

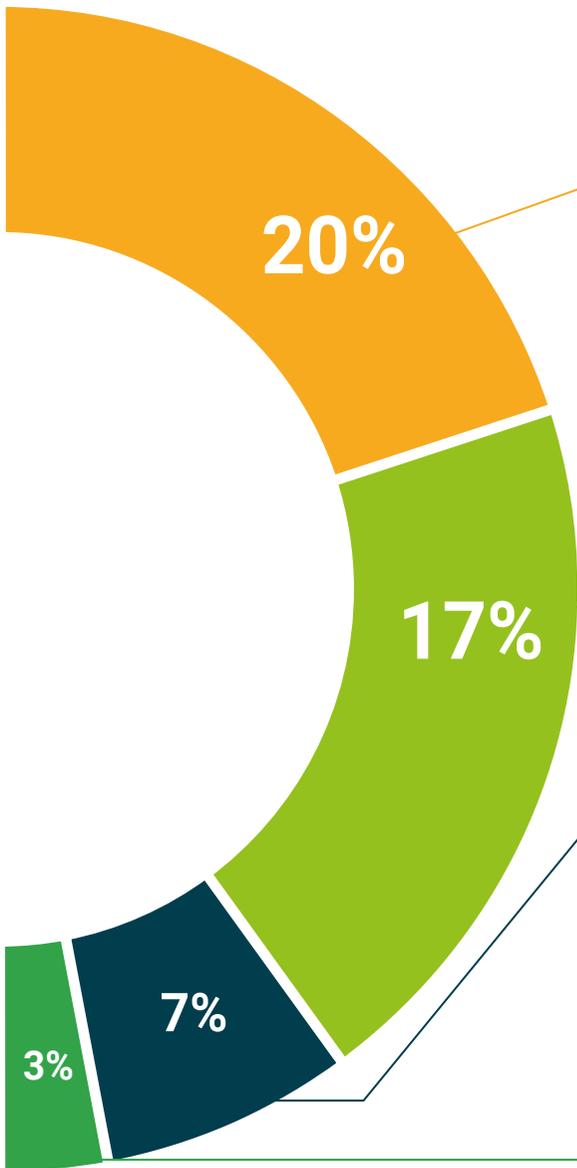
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



#### 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.





**Expert-Led Case Studies and Case Analysis**

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



**Testing & Retesting**

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



**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 in 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.



06

# Certificate

The Postgraduate Certificate 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 **Postgraduate Certificate 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.

Title: **Postgraduate Certificate in Educational Coaching**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**



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



## Postgraduate Certificate Educational Coaching

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