

Postgraduate Diploma Educational Coaching: Talent, Vocation, and Creativity



Postgraduate Diploma Educational Coaching: Talent, Vocation and Creativity

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/pk/education/postgraduate-diploma/postgraduate-diploma-educational-coaching-talent-vocation-creativity

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01

Introduction

Whitmore (2011, p. 20), states that "Coaching is about unleashing a person's potential to maximize performance. It's about helping you learn rather than teaching you" This new way of understanding the concept of learning as "development of strategies that favor the personal and professional growth of those who strive to proactively achieve success" (Ravier, 2005 cited by Sánchez-Teruel, 2013 p. 172), makes Coaching a privileged methodology for intervention in educational issues (Avendaño and Zarza, 2011; Baniandrés, Eizaguirre and Feijoo, 2011).





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This Postgraduate Diploma in Educational Coaching: Talent, Vocation and Creativity will generate a sense of security in the performance of your profession, which will help you grow both personally and professionally"

Coaching is, by nature, a method aimed at the holistic transformation of the person, it is an "integral, physical, social, cognitive and emotional transformational model" Fraile Aranda, (2013, p. 1). The Coaching approach considers the "human being as talent, qualities, skills, abilities, attitudes, competencies, paradigms, mental models, judgments, emotions, beliefs, values" (Bou, 2013, p. 20) and allows improving education by analyzing "how these processes influence the academic, personal and professional relationships that occur within the educational environment" (Ibid.).

Para De la Torre (1998: 18) there are five key aspects to be considered by the education system: the development of the subject's cognitive skills, teaching him/her to learn by him/herself, developing flexible attitudes towards change and adaptation, training for innovation and educational change, and training for leisure time. It is through the student's attitude that creative, productive, innovative thinking is manifested.

It is not possible to explain human progress, scientific advancement, discoveries or small improvements apart from the creative and innovative power of individuals and groups. They are interrelated concepts. (De la Torre, 1997). Every person, with normal cognitive development, possesses creative potential. Therefore, every person is a creator, to a greater or lesser extent and in one task or another (Allueva, 2002, p. 71). Thus, the establishment of programs that develop creativity will help all subjects, although to different extents.

This program offers the bases of Educational Coaching from a theoretical-practical point of view to develop Talent and Creativity in the student. It offers theoretical and practical knowledge of the contributions of Neurosciences to learning with proposals for classroom improvement.

The central axis of the program is the development of Talent and Creativity and the importance of Vocation, vision, mission, meaning and commitment in the student.

The approach to talent is based on the mechanisms of motivation, decision making and executive capabilities; the approach to Creativity as a value in education develops divergent thinking, relational thinking, techniques to generate and evaluate ideas, and the creative process.

This **Postgraduate Diploma in Educational Coaching: Talent, Vocation and Creativity** contains the most complete and up-to-date scientific program on the market.

The most important features include:

- ♦ Development of case studies presented by experts in coaching and psychopedagogy
- ♦ 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: Talent, Vocation, and Creativity
- ♦ It contains practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ With special emphasis on innovative methodologies in Educational Coaching.
- ♦ 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 Diploma in Educational Coaching: Talent, Vocation and Creativity"

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This Postgraduate Diploma may be the best investment you can make in selecting a refresher program for two reasons: in addition to updating your knowledge in Educational Coaching: Talent, Vocation, and Creativity, you will earn a degree from TECH Technological University"

It includes, in its teaching staff, professionals belonging to the field of Educational Coaching: Talent, Vocation, and Creativity, who bring to this education the experience of their work, as well as recognized specialists from leading societies and 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 immersive training program to train in real situations.

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

Increase your decision-making confidence by updating your knowledge with this University Expert course.

Take the opportunity to learn about the latest advances in Educational Coaching: Talent, Vocation, and Creativity and improve the education of your students.

Coaching

02

Objectives

The program in Educational Coaching: Talent, Vocation, and Creativity is oriented to facilitate the performance of the professional dedicated to working with students in different educational contexts.



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This program aims to update your knowledge in Educational Coaching: Talent, Vocation, and Creativity, 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: Talent, Vocation and Creativity”



Specific Objectives

Module 1. Neurosciences and Education

- ♦ 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

Module 2. Educational Coaching

- ♦ Know the basis of Neuroscience and neuromyths in Education
- ♦ Understand how the brain works
- ♦ Become familiar with the types and styles of learning
- ♦ Acquire the necessary skills to learn
- ♦ Learn about Emotional Intelligence and its contributions to Education
- ♦ Know the fundamentals of Neuroeducation and its contributions to learning

- ♦ Become familiar with and embrace the contributions of gaming and ICTs to learning
- ♦ Understand the social brain and its functions
- ♦ Apply how to prepare the brain for learning
- ♦ Prevent school failure
- ♦ Practice success-oriented pedagogy
- ♦ Improve learning
- ♦ Manage emotions to learn

Module 3. Talent, Vocation, and Creativity

- ♦ Analyze the mechanisms of motivation
- ♦ Understand talent and its role in education
- ♦ Reflect on the relationship between Key Competencies and Talent
- ♦ Applying the Gallump Test to detect talent
- ♦ Know how to apply strategies for talent development
- ♦ Explore the possibilities of Coaching to discover your vocation
- ♦ Know the keys to creativity
- ♦ Appreciate the importance of Creativity as a value in Education
- ♦ Learn creative techniques
- ♦ Develop creativity

Module 4. Coaching for innovation and educational excellence

- ♦ Appreciate Well-being as a factor of educational excellence
- ♦ Know the causes and factors of discomfort
- ♦ Know the factors of educational well-being
- ♦ Appreciate Inclusive Education
- ♦ Reflect on the importance of the personal development of teachers
- ♦ Assume a deep and broad concept of educational excellence
- ♦ Manage Educational Coaching tools
- ♦ Apply educational innovation processes
- ♦ Know and use evaluation as a tool for innovation
- ♦ Appreciate the possibilities of the Transformational Coaching approach
- ♦ Assume the need for meaning and purpose in Education
- ♦ Reflect on the contributions of a pedagogy of internalization
- ♦ Manage an integrative approach in Education
- ♦ Elaboration of an Educational Project from the Educational Coaching perspective
- ♦ Understanding the inspirational depth of Education of the Self

03

Course Management

The program's teaching staff includes leading experts in Educational Coaching: Talent, Vocation and Creativity who bring their work experience to this training course. 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 procedures in the field of Educational Coaching: Talent, Vocation and Creativity”

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 Diploma in Educational Coaching: Talent, Vocation and Creativity contains the most complete and up-to-date scientific program on the market"

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 they?
 - 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. Body and 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 the IIMM in the Classroom?
 - 1.4.5. Advantages and Disadvantages of Applying the IIMM 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 figure 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. Feeding
 - 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 Emotions good for?
 - 1.10.3. Why Educate Emotions in the Classroom?
 - 1.10.4. Effective Learning through Emotions

Module 2. Educational Coaching

- 2.1. What is Educational Coaching? Basis and Foundations
 - 2.1.1. Definition and Connection with Educational and Psychological Theories
 - 2.1.2. Educating in the Will of Meaning
 - 2.1.3. Nonodynamics and Coaching
 - 2.1.4. Logopedagogy, Coaching and Education in the Self
 - 2.1.5. Challenges for the Education of the Self from Coaching and Logopedagogy
 - 2.1.6. Coaching at the Service of the Dialogic Encounter between Teacher and Student. Pedagogy of Otherness
 - 2.1.7. Helping Relationship Styles and Coaching
- 2.2. Areas of Application of Coaching in Education
 - 2.2.1. Coaching in the Context of the Teacher-Student Relationship Shared Tutoring
 - 2.2.2. Coaching in the Context of the Student-Student Relationship. Peer Tutoring
 - 2.2.3. Coaching for the Development of the Teaching Profession
 - 2.2.4. Teaching Teams and Faculty Team Spirit, Synergies
 - 2.2.5. Management Teams and the Development of Executive Tools
 - 2.2.6. Coaching for Parents
- 2.3. Benefits of its Application in Educational Contexts
 - 2.3.1. Coaching and Development of Executive Functions and Metacognition
 - 2.3.2. Coaching and Educational Support Needs
 - 2.3.3. Coaching to Achieve Excellence
 - 2.3.4. Self-Esteem and Self-Concept Development
- 2.4. Pedagogies Based on Cooperation and Autonomy Development and Coaching
 - 2.4.1. Collaborative Pedagogies
 - 2.4.2. Advantages of Collaborative Learning (CL)
 - 2.4.3. How to Work with AC?
 - 2.4.4. AC Techniques

- 2.5. Helping Relationship Styles and Coaching
 - 2.5.1. The Teacher as a Coach
 - 2.5.2. Competencies of the Teacher as a "Coach" of the Student Body
 - 2.5.3. Coaching in the Framework of Shared Mentoring
 - 2.5.4. Teacher Skills as a Facilitator of Change
 - 2.5.5. Classroom Group Applications
 - 2.5.6. Teaching Teams and Faculty Team Spirit, Synergies
 - 2.5.7. Management Teams and the Development of Executive Tools

Module 3. Talent, Vocation, and Creativity

- 3.1. Talent and its Educational Importance
 - 3.1.1. Talent
 - 3.1.2. Components.
 - 3.1.3. Talent is Diverse
 - 3.1.4. Measuring and Discovering Talent
 - 3.1.5. Gallup Test
 - 3.1.6. Test of Garp
 - 3.1.7. Career Scope
 - 3.1.8. MBTI
 - 3.1.9. Success DNA
- 3.2. Talent and Key Competencies
 - 3.2.1. Key Competencies Paradigm
 - 3.2.2. Key Competencies
 - 3.2.3. The Role of Intelligence
 - 3.2.4. Knowledge: Uses and Abuses in Education
 - 3.2.5. The Importance of Skills
 - 3.2.6. The Differentiating Factor of Attitude
 - 3.2.7. Relationship between Talent and Key Competencies
- 3.3. Talent Development
 - 3.3.1. Learning modalities. Richard fields
 - 3.3.2. The Element





- 3.3.3. Talent Development Procedures
- 3.3.4. Mentor Dynamics
- 3.3.5. Talent and Educational Approach
- 3.4. Motivation Mechanisms
 - 3.4.1. Needs, Desires and Motivations
 - 3.4.2. Decision-Making
 - 3.4.3. Executive Capabilities
 - 3.4.4. Procrastination
 - 3.4.5. Duty, Love and Pleasure in Education
 - 3.4.6. Emotional Habits for Motivation
 - 3.4.7. Motivational Beliefs
 - 3.4.8. Values for Motivation
- 3.5. Vocation, Meaning and Purpose
 - 3.5.1. The Importance of Vocation
 - 3.5.2. Meaning and Purpose
 - 3.5.3. Vision, Mission, Commitment
 - 3.5.4. Exploring Vocation
 - 3.5.5. Teaching Vocation
 - 3.5.6. Educating for Vocation
- 3.6. Towards a Definition of Creativity
 - 3.6.1. Creativity
 - 3.6.2. Brain Functioning and Creativity
 - 3.6.3. Intelligences, Talents and Creativity
 - 3.6.4. Emotions and Creativity
 - 3.6.5. Beliefs and Creativity
 - 3.6.6. Divergent Thinking
 - 3.6.7. Convergent Thinking
 - 3.6.8. The Creative Process and its Phases
 - 3.6.9. Disney Dynamics
- 3.7. Why Creativity?

- 3.7.1. Arguments for Creativity Today
- 3.7.2. Personal creativity for Life
- 3.7.3. Creativity in Art
- 3.7.4. Creativity for Problem Solving
- 3.7.5. Creativity for Professional Development
- 3.7.6. Creativity in the Coaching Process
- 3.8. Creativity Development
 - 3.8.1. Conditions for Creativity
 - 3.8.2. Artistic Disciplines as Precursors of Creativity
 - 3.8.3. The Art Therapy Approach
 - 3.8.4. Creativity Applied to Challenges and Problem Solving
 - 3.8.5. Relational Thinking
 - 3.8.6. Edward de Bono's Hats
- 3.9. Creativity as a Value in Education
 - 3.9.1. The Need to Encourage Creativity in Education
 - 3.9.2. Active Methodologies and Novelty
 - 3.9.3. Educational Models that Value Creativity
 - 3.9.4. Means, Times and Spaces to Apply Creativity in the Classroom
 - 3.9.5. Disruptive Education
 - 3.9.6. Visual Thinking
 - 3.9.7. Design Thinking
- 3.10. Creative Techniques
 - 3.10.1. Relation Thinking Techniques
 - 3.10.2. Techniques for Generating Ideas
 - 3.10.3. Techniques for Evaluating Ideas
 - 3.10.4. Exercises of Ingenuity
 - 3.10.5. Artistic Disciplines for Creative Development
 - 3.10.6. RCS Method
 - 3.10.7. Other Techniques and Methods

Module 4. Coaching for innovation and educational excellence

- 4.1. Well-Being as a Factor of Excellence in Educational Communities
 - 4.1.1. Evolution of Society and its Impact on Education
 - 4.1.1.1. Characteristics of Today's Society
 - 4.1.1.2. Challenges of Today's Society
 - 4.1.1.3. New Educational Needs
 - 4.1.2. Social Factors
 - 4.1.3. Professional Factors
 - 4.1.4. Wellness and Excellence
 - 4.1.5. Factors for Educational Well-Being
 - 4.1.6. Inclusivity as a Reality
 - 4.1.7. School and Family
- 4.2. Professional Development and Teacher Welfare Plan
 - 4.2.1. Teacher Unrest
 - 4.2.2. Teacher Welfare
 - 4.2.3. Teaching and Personal Development
 - 4.2.4. Personal and Professional Life
 - 4.2.5. Teacher Review and Evaluation
 - 4.2.6. Teacher Welfare as a Factor of Educational Excellence
 - 4.2.7. Inspired to Inspire Life Paths
 - 4.2.8. Teacher Welfare Plan
- 4.3. Educational Excellence
 - 4.3.1. Towards a Concept of Excellence in Education
 - 4.3.2. Teaching vs. Learning
 - 4.3.3. Excellence Based on Needs
 - 4.3.4. Demand and Excellence
 - 4.3.5. Measurements and Factors
 - 4.3.6. Management for Educational Excellence

- 4.4. Coaching for Innovation
 - 4.4.1. Processes of Educational Innovation through Coaching
 - 4.4.1.1. In Apprenticeships
 - 4.4.1.2. In the Groups
 - 4.4.1.3. In Teachers
 - 4.4.1.4. In Executive Management
 - 4.4.1.5. In the Center
 - 4.4.2. Evaluation as a Tool for Innovation
 - 4.4.3. What to Evaluate, When and How?
 - 4.4.4. Objectives for Innovation
 - 4.4.5. Establish Achievement Indicators
 - 4.4.6. Process Monitoring
 - 4.4.7. Celebrating Achievements
 - 4.4.8. Educational Innovation Plan
- 4.5. Educating in the Will of Meaning
 - 4.5.1. Approach to the Concept
 - 4.5.2. The Thought of Viktor Frankl
 - 4.5.3. Logotherapy and Education
- 4.6. Towards a Pedagogy of Interiority
 - 4.6.1. Spirituality and Pedagogy
 - 4.6.2. "Learning to Be."
- 4.7. Coaching for Integrative Education
 - 4.7.1. Towards a Pedagogy of Interiority
 - 4.7.2. Educating the Whole Person
 - 4.7.3. Educating for the Three Centers
 - 4.7.4. Duty and Pleasure in Education
 - 4.7.5. Educating Integratively
 - 4.7.6. Conclusions: The Road Ahead
 - 4.7.7. An Educational Project based on Educational Coaching
- 4.8. Meaning and Purpose of Education
 - 4.8.1. The Golden Circle
 - 4.8.2. Why and What For?
 - 4.8.3. The How
 - 4.8.4. The What
 - 4.8.5. Alignment of Education Levels
 - 4.8.6. Educating in the Will of Meaning
 - 4.8.7. Challenges for the Education of the Self from Coaching and Logopedagogy
 - 4.8.8. Tools for the Alignment of Educational Levels
- 4.9. Educate to Be
 - 4.9.1. Pedagogical Contributions in Education to Be
 - 4.9.2. Report of the Faure Commission for UNESCO
 - 4.9.3. Jacques Delors Report
 - 4.9.4. Decalogue of an Education to Be
 - 4.9.5. Beyond Knowledge
 - 4.9.6. Educating for Life
 - 4.9.7. Educating Integratively
 - 4.9.8. Inhabiting the Inside
 - 4.9.9. Educating Ego and Self
 - 4.9.10. Developing a Sense
 - 4.9.11. Inclusivity and the Common Good
 - 4.9.12. Self-Realization and Service
 - 4.9.13. Transformation

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.





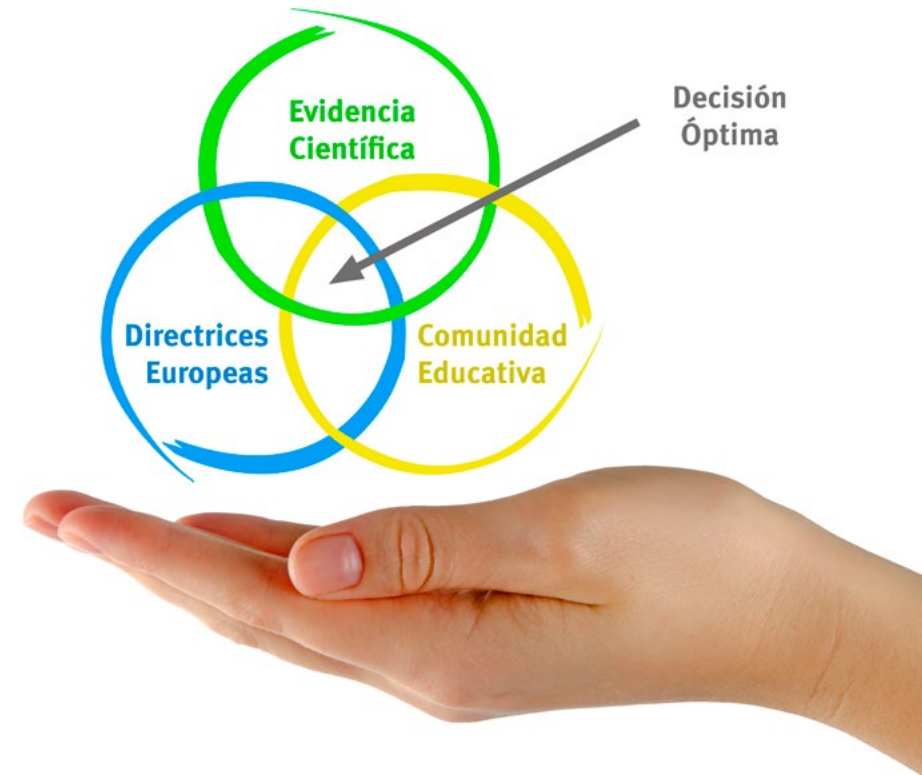
“

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

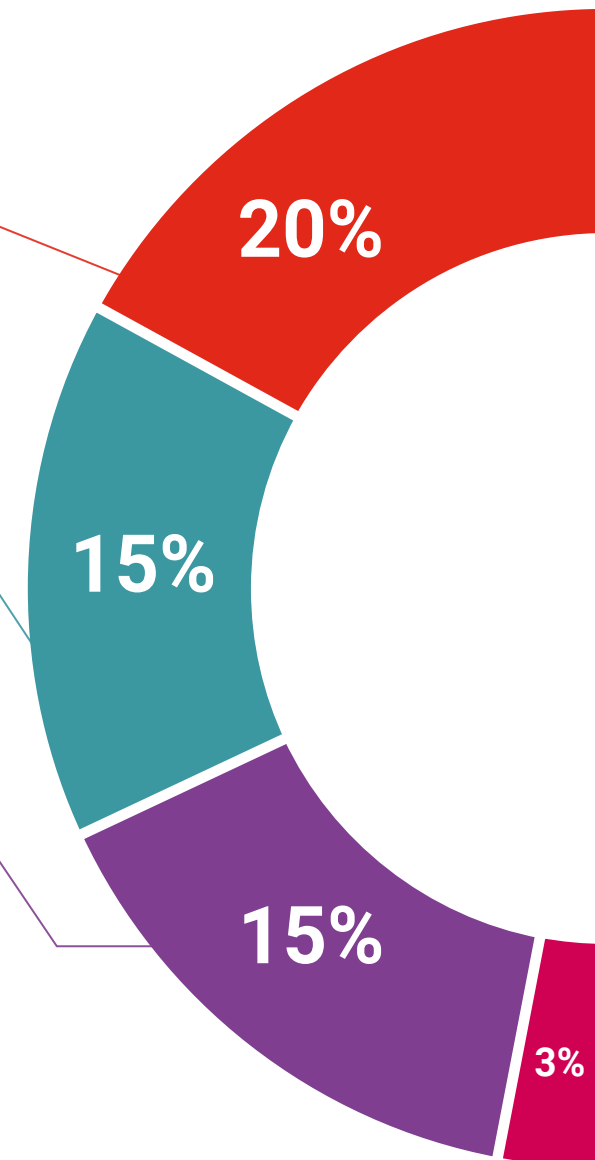
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

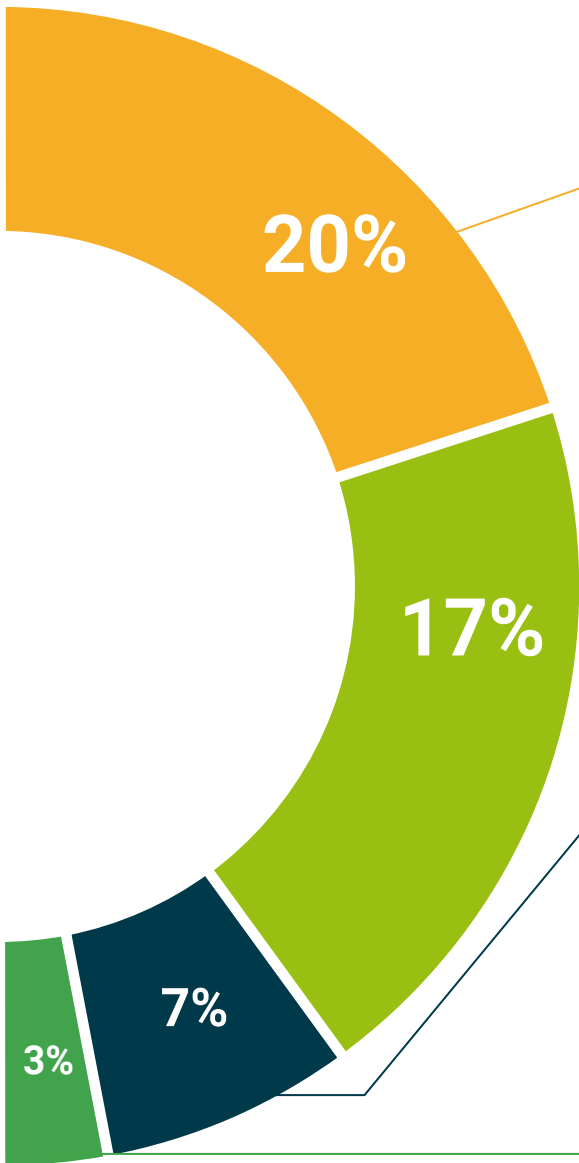
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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

This Postgraduate Diploma in Educational Coaching: Talent, Vocation and Creativity guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 Diploma in Educational Coaching: Talent, Vocation and Creativity** contains the most complete and up-to-date scientific program on the market.

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

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

Title: **Postgraduate Diploma in Educational Coaching: Talent, Vocation, and Creativity**

Official N° of Hours: **600 h.**



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

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

tech technological
university

personalized service innovation

knowledge present

online training
and Creativity

development languages

virtual classroom

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma

Educational Coaching: Talent,
Vocation, and Creativity

