

# Postgraduate Certificate

Educational Coaching, Emotional  
Intelligence and Systemic Coaching





## Postgraduate Certificate

### Educational Coaching, Emotional Intelligence and Systemic Coaching

- » Modality: online
- » Duration: 3 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/pk/education/postgraduate-certificate/educational-coaching-emotional-intelligence-systemic-coaching](http://www.techtute.com/pk/education/postgraduate-certificate/educational-coaching-emotional-intelligence-systemic-coaching)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Course Management

---

*p. 12*

04

Structure and Content

---

*p. 16*

05

Methodology

---

*p. 22*

06

Certificate

---

*p. 30*

01

# Introduction

The intricate links and processes that occur in schools and institutions have their own laws and are approached from a systemic point of view. Our family origin and our belonging to different groups make humans social beings, and therefore also systemic.



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

From this approach, systemic pedagogy appears; it assumes the influences of these laws on learning, building links and systemic relationships for the improvement of educational processes.

The family and school systems are related. And the teacher learns that each person has that family lineage present. Thus, each individual occupies a significant place in the system, in which the relationship between school, family and society is understood to be closer and more intense than ever.

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.

The fickle nature of emotions has traditionally made it difficult to systematize them. However, its energy drives action. And that makes them clearly detectable and educational. The neurosciences, in particular, have made many discoveries about how emotions work, how they act and what consequences they have on behavior and our biology.

Learning processes generate emotions. Without emotion you cannot learn. The pairing of thought and emotion work hand in hand to facilitate and motivate learning or to hinder it. Knowing the emotions that enhance learning and those that hinder it is the first of the tasks that Emotional Intelligence has to improve Education.

Like all intimately human acts, learning is either emotional or it is not. Taking emotions into account and managing them appropriately is fundamental in education.

This **Postgraduate Certificate in Educational Coaching, Emotional Intelligence and Systemic Coaching** contains the most complete and up-to-date scientific program on the market. The most important features of the program include:

- ♦ Development of practical cases presented by experts in Educational Coaching, Emotional Intelligence and Systemic 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.
- ♦ New developments in Educational Coaching, Emotional Intelligence and Systemic Coaching for Teachers
- ♦ 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, Emotional Intelligence and Systemic Coaching for teachers All this will be complemented with theoretical lessons, questions to the experts, discussion forums on controversial units and individual reflection work.
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*Update your knowledge through the Postgraduate Certificate program in Educational Coaching, Emotional Intelligence and Systemic Coaching".*

“ *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, Emotional Intelligence and Systemic Coaching, you will obtain a Postgraduate Certificate from TECH Technological University*”

It includes, in its teaching staff, professionals belonging to the field of teaching and pedagogy, who pour into this training the experience of their work, in addition to recognized specialists belonging to leading 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 train in real situations.

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



02

# Objectives

The Postgraduate Certificate in Educational Coaching, Emotional Intelligence and Systemic Coaching is designed to facilitate the performance of the professional dedicated to working with students with visual dysfunctions.







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*This Postgraduate Certificate is designed to update your knowledge in Educational Coaching, Emotional Intelligence and Systemic Coaching, with the use of the latest educational technology, to contribute with quality and confidence to decision-making and the monitoring of these students"*



## General Objectives

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





## Specific Objectives

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- ♦ Know the basics and fundamentals of Educational Coaching
- ♦ Gain knowledge about educational and psychological theories related to Educational Coaching
- ♦ Understanding the need and search for meaning in coaching processes
- ♦ Assuming the importance of the dialogic encounter in Education
- ♦ Become familiar with the areas of action of Educational Coaching
- ♦ Know the benefits of the application of Coaching in educational contexts
- ♦ Knowing the competences of the teacher-coach
- ♦ Know the phases of the Educational Coaching process and know how to apply them to classroom groups
- ♦ Appreciating the potential role of Coaching in creating synergies in teaching teams
- ♦ Appreciate and understand the role of coaching in developing management skills
- ♦ Promote a critical analysis and reflection of the problems and their causes that affect individuals, groups and societies, especially children, fostering a change of attitudes and behaviors in our society
- ♦ Carry out actions and programs aimed at raising awareness of certain situations of injustice and changing values to combat them
- ♦ Promote the participation of society, especially children and adolescents and entities in the sector, in transforming the world
- ♦ Create empowerment processes and spaces for active democratic participation for children, aimed at transforming policies and the decision-making model on issues that affect them
- ♦ Promote research and reflection on issues related to childhood and development, supporting different proposals to promote human development
- ♦ Encourage networking with other entities in the sector, to achieve a greater impact in our actions
- ♦ training to analyze the social, economic, political and cultural reality of the different societies in which the work of development cooperation agents is contextualized
- ♦ Analyze and understand global initiatives to fight poverty
- ♦ Know the basics of the general theory of systems
- ♦ Knowledge of current trends and schools
- ♦ Understand the fundamentals of Bert Hellinger's philosophy
- ♦ Learning to apply Systemic Coaching in the educational field
- ♦ Applying Systemic Coaching to the improvement of coexistence
- ♦ Appreciating Systemic Intelligence
- ♦ Know the approach of Systemic Pedagogy
- ♦ Understand the links and the necessary bridges between family and school
- ♦ Apply tools of Systemic Pedagogy in curricular work and conflict resolution

03

# Course Management

The program includes in its teaching staff, leading experts in Educational Coaching, Emotional Intelligence and Systemic Coaching for teachers, who bring to this program 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, Emotional Intelligence and Systemic Coaching procedures”*

## International Guest Director

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

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

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



## Dr. Van Nieuwerburgh, Christian

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



*You will have access to a library of multimedia resources 7 days a week, 24 hours a day”*

## Management



### Ms. Jiménez Romero, Yolanda

- ◆ Psychopedagogue and Primary School Teacher with a major in English
- ◆ Director of the University Teaching and Educational Coaching programs at TECH Technological University.
- ◆ Co-director of the programs in Language Didactics in Infant and Primary School, Language and Literature Didactics in Secondary and High School, Bilingual Didactics in Secondary and High School and Bilingual Didactics in Infant and Primary School at TECH Technological University
- ◆ Co-director and Professor of the Neurosciences Program at TECH Technological University
- ◆ Co-director of the programs in Emotional Intelligence and Vocational and Professional Guidance at TECH Technological University
- ◆ Lecturer of the Visual Skills and Academic Achievement program at TECH Technological University
- ◆ Teacher in the High Abilities and Inclusive Education program
- ◆ Educational psychologist
- ◆ Master's Degree in Neuropsychology of High Abilities
- ◆ Master's Degree in Emotional Intelligence
- ◆ Neurolinguistic Programming Practitioner



## Professors

### Fernández Cebrián, José María

- ♦ Teacher at the Higher Institute of Psychological Studies
- ♦ Degree in Teaching, Complutense University of Madrid
- ♦ Master's Degree in Management of Educational Centers, Antonio de Nebrija University
- ♦ Expert in Academic Management and Organization, Antonio de Nebrija University
- ♦ University Expert in Human Resources Management in Educational Institutions, 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

### Ms. Álvarez Medina, Nazaret

- ♦ Degree in Psychopedagogy, Open University of Catalonia
- ♦ Graduate in Primary Education with Mention in English Language, Camilo José Cela University
- ♦ Official Professional Master's Degree on Educational Treatment of Diversity
- ♦ Diploma in Teaching English as a Foreign Language, University of La Laguna, Spain
- ♦ Degree in Educational and Executive Coaching, Complutense University of Madrid
- ♦ Educational counselor, official in the body of secondary education teachers in the community of Madrid
- ♦ Preparer of public education competitive examinations

### Ms. Jurado, Pilar

- ♦ Graduate in primary education Specialization in intercultural and learning difficulties
- ♦ Neurocoach Certified as an International Coaching Expert by INA
- ♦ Graduate in Primary Education, University of Murcia, specializing in Intercultural and learning difficulties
- ♦ Trainer in "Change Management" with tools such as Lego serious play, at Anna Fortea's High Human Performance Center

### Ms. Rodrigo Soriano, Roseta

- ♦ Bachelor's Degree in Sociology, University of Granada
- ♦ Master's Degree in Marriage and Family, Institute of Family Sciences, University of Navarra
- ♦ PhD in Sociology
- ♦ International Expert Certification Course in Personal and Executive Coaching, with NLP, Neuroscience, and Emotional Intelligence, Excellent level Bachelor's Degree in Religious Sciences

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 programs, and are committed to quality teaching using new educational technologies.





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*This Postgraduate Certificate in Educational Coaching, Emotional Intelligence and Systemic 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. Emotional Intelligence

- 2.1. Definition of Emotional Intelligence
  - 2.1.1. Historical Background of EI
  - 2.1.2. Origin and Development of EI in Spain
  - 2.1.3. Different Authors who have Coined a Definition of EI
  - 2.1.4. Thorndike and Social Intelligence
  - 2.1.5. Salovey and Mayer
  - 2.1.6. Daniel Goleman
  - 2.1.7. Definition of Emotional Intelligence
  - 2.1.8. Components of Emotional Intelligence
  - 2.1.9. Characteristics of EI Capabilities
  - 2.1.10. Keys to Develop Emotional Intelligence
- 2.2. Emotions
  - 2.2.1. Emotion? the Road to a Definition
  - 2.2.2. What are Emotions for?
  - 2.2.3. Emotional Process
    - 2.2.3.1. Difference between Emotion and Feeling
  - 2.2.4. Classification and Types of Emotions

- 2.3. Emotions, Attitude, and Competence
  - 2.3.1. Attitude
    - 2.3.1.1. What is Attitude?
    - 2.3.1.2. Components of Attitude
  - 2.3.2. Optimism
  - 2.3.3. Emotional Competencies
  - 2.3.4. Social Skills or Interpersonal Relationships
- 2.4. Emotional Management
  - 2.4.1. What does Emotional Management Consist of?
  - 2.4.2. Self-knowledge
  - 2.4.3. Emotional Awareness
  - 2.4.4. Self-Appraisal
    - 2.4.4.1. Our Strengths and Weaknesses
  - 2.4.5. Internal Communication
  - 2.4.6. External Communication
    - 2.4.6.1. The Power of Words
  - 2.4.7. Assertiveness
    - 2.4.7.1. Communicative Styles
  - 2.4.8. Non-verbal Language
  - 2.4.9. Posture and Emotions
- 2.5. Emotional Intelligence and Education
  - 2.5.1. Emotional Intelligence in the Classroom
  - 2.5.2. Advantages of EI in the Classroom
  - 2.5.3. Benefits of Emotional Intelligence
  - 2.5.4. Emotional Intelligence in the Student Body
  - 2.5.5. Classroom Climate
    - 2.5.5.1. The Relationship between the Teacher and the Students
    - 2.5.5.2. The Relationship between Students in the Classroom
  - 2.5.6. Emotional Understanding in the Classroom
  - 2.5.7. Emotional Intelligence and Academic Performance
  - 2.5.8. Emotional Learning
  - 2.5.9. Tools for Classroom Management
- 2.6. Thinking Skills
  - 2.6.1. Approach to the Concept
  - 2.6.2. Types of Capabilities and Links between Them
- 2.7. Self-Motivation and Achievement Capabilities
  - 2.7.1. Emotional Education in Teacher Training
  - 2.7.2. Emotions in Teaching Practice
- 2.8. Teacher Welfare
  - 2.8.1. The Keys to Teacher Well-being
  - 2.8.2. Emotional Education and the Role of the Teacher
  - 2.8.3. The Emotional Thinking Method
    - 2.8.3.1. Self-knowledge
    - 2.8.3.2. Self-esteem
    - 2.8.3.3. Emotional Control
    - 2.8.3.4. Motivation
    - 2.8.3.5. Empathy
    - 2.8.3.6. Leadership.
    - 2.8.3.7. The Emotionally Intelligent Teacher
    - 2.8.3.8. Empathy and Communication with Students
    - 2.8.3.9. Techniques to Obtain Enriching Feedback

- 2.9. Habits of People with High Emotional Intelligence
  - 2.9.1. What is a Person with High Emotional Intelligence?
  - 2.9.2. The Triad of Success
  - 2.9.3. Personal Vision
  - 2.9.4. Personal Leadership
  - 2.9.5. Personal Administration and Management
  - 2.9.6. Interpersonal Leadership
  - 2.9.7. Synergy
  - 2.9.8. Flexibility and Creative Adaptation
  - 2.9.9. Resilience
  - 2.9.10. Elements that Generate High Performance
- 2.10. Highly Sensitive People
  - 2.10.1. Approach to the Concept
  - 2.10.2. High Sensitivity and Other Personality Traits

### Module 3. Educational Coaching

- 3.1. What is Educational Coaching? Basis and Foundations
  - 3.1.1. Definition and Connection with Educational and Psychological Theories
  - 3.1.2. Educating in the Will of Meaning
  - 3.1.3. Nonodynamics and Coaching
  - 3.1.4. Logopedagogy, Coaching and Education in the Self
  - 3.1.5. Challenges for the Education of the Self from Coaching and Logopedagogy
  - 3.1.6. Coaching at the Service of the Teacher-Student Dialogue: Pedagogy of Diversity
  - 3.1.7. Helping Relationship Styles and Coaching
- 3.2. Areas of Application of Coaching in Education
  - 3.2.1. Coaching in the Context of the Teacher-Student Relationship Shared Tutoring
  - 3.2.2. Coaching in the Context of the Student-Student Relationship. Peer Tutoring
  - 3.2.3. Coaching for the Development of the Teaching Profession
  - 3.2.4. Teaching Teams and Faculty Team Spirit, Synergies
  - 3.2.5. Management Teams and the Development of Executive Tools
  - 3.2.6. Coaching for Parents

- 3.3. Benefits of its Application in Educational Contexts
  - 3.3.1. Coaching and Development of Executive Functions and Metacognition
  - 3.3.2. Coaching and Educational Support Needs
  - 3.3.3. Coaching to Achieve Excellence
  - 3.3.4. Self-Esteem and Self-Concept Development
- 3.4. Pedagogies Based on Cooperation and Autonomy Development and Coaching
  - 3.4.1. Collaborative Pedagogies
  - 3.4.2. Advantages of Collaborative Learning (CL)
  - 3.4.3. How to Work with AC?
  - 3.4.4. AC Techniques
- 3.5. Helping Relationship Styles and Coaching
  - 3.5.1. The Teacher as a Coach
  - 3.5.2. Competencies of the Teacher as a "Coach" of the Student Body
  - 3.5.3. Coaching in the Framework of Shared Mentoring
  - 3.5.4. Teacher Skills as a Facilitator of Change
  - 3.5.5. Classroom Group Applications
  - 3.5.6. Teaching Teams and Faculty Team Spirit, Synergies
  - 3.5.7. Management Teams and the Development of Executive Tools



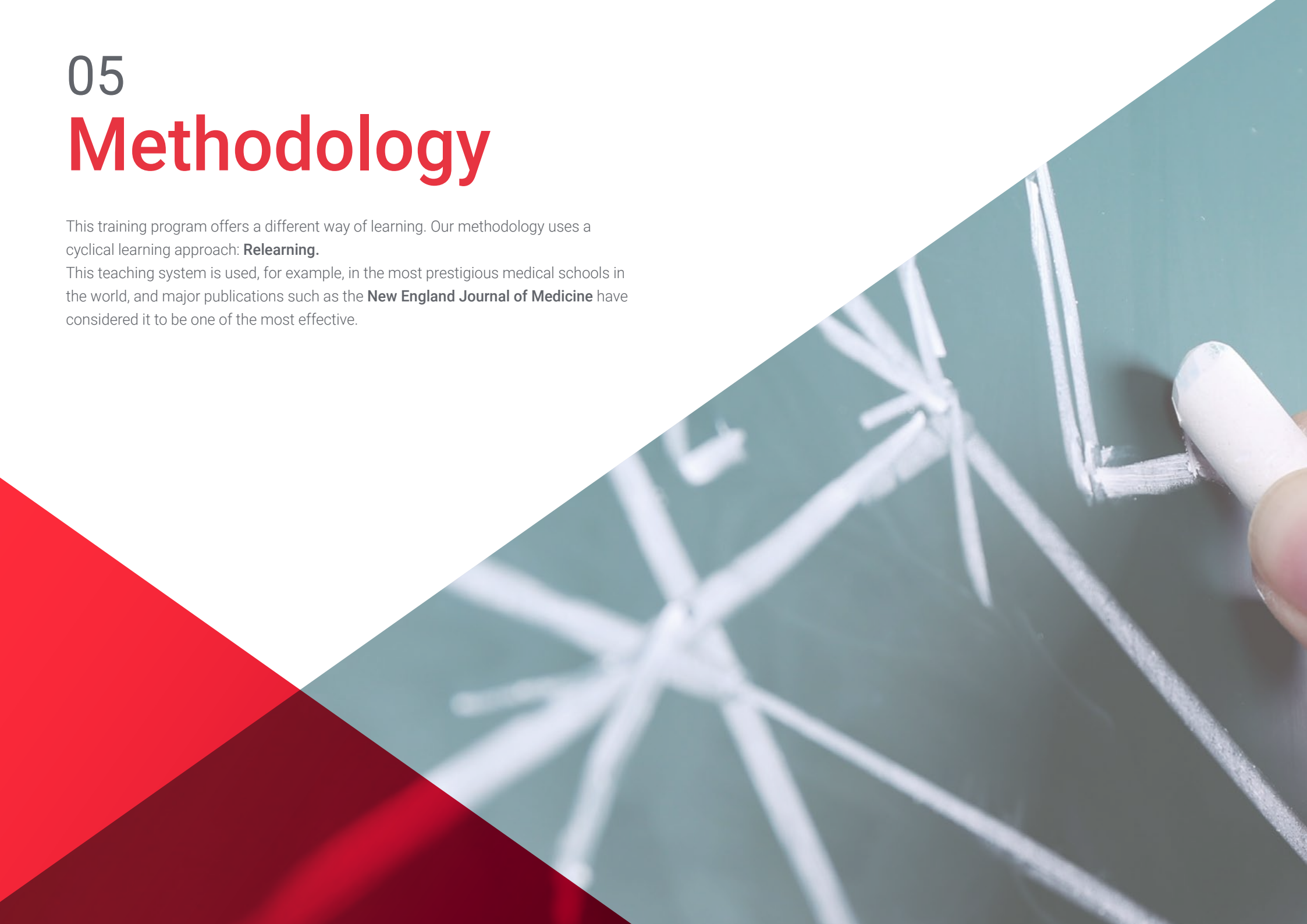
*A unique, key, and decisive experience to boost your professional development"*

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, Emotional Intelligence and Systemic Coaching guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.





“

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

This **Postgraduate Certificate in Educational Coaching, Emotional Intelligence and Systemic Coaching** 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** diploma 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, Emotional Intelligence and Systemic Coaching**

Official N° of Hours: **450 h.**



\*Apostille Convention. In the event that the student wishes to have their paper certificate 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  
personalized service innovation  
knowledge present quality  
development languages  
virtual classroom

**tech** technological  
university

## Postgraduate Certificate

Educational Coaching,  
Emotional Intelligence  
and Systemic Coaching

- » Modality: online
- » Duration: 3 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

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Educational Coaching, Emotional  
Intelligence and Systemic Coaching

