

# Postgraduate Diploma

Educational Coaching for Educational  
Innovation and Excellence



## Postgraduate Diploma Educational Coaching for Educational Innovation and Excellence

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

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

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# 01

# Introduction

Bou (2007) understands coaching as a "systematic learning process, focused on the present situation and oriented to change, in which resources and specific work tools are provided, allowing the improvement of performance in those areas that people demand" (p. 11) Hall and Duval (2010), define it as the ability to refine and perfect the best skills, through an activity that works by playing with personal strengths and eliminating those aspects that are in the way and sabotage excellence.



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

Educational Coaching is beginning to be seen as a key tool to prepare transformational leaders, capable of exploring and detecting the real motivations of their students (Anderson, 2010; Leithwood, 2009). Teachers who can manage and teach how to manage beliefs and emotions, which, ultimately, are the differentiating point between the simple transmission of knowledge and the preparation of excellent human beings (Rhodes and Fletcher, 2012).

The new working models in the classroom, based on Educational Coaching, offer significant benefits for teachers and their students, as it favors the improvement of both teaching and the learning process (Asociación Española de Coaching, 2011). A higher level of motivation, improved organizational skills and learning strategies, such as collaboration, are achieved (Ward, 2012).

This program works on communication skills, conflict resolution, emotional mastery and leadership; it contemplates fundamental aspects related to the teacher's skills as a facilitator of change: how to create the student-teacher relationship, effective communication, goal planning, beliefs.

Dedicates an entire topic to innovation and educational excellence through Educational Coaching.

This program focuses on Educational Coaching by introducing important concepts such as neurodynamics and Coaching and logopedagogy, Coaching and education in the self. It reviews the benefits of its application, in educational contexts, for the development of executive functions and metacognition, to work on educational support needs as well as to achieve excellence.

It devotes an entire unit to beliefs, values and identity: with respect to beliefs, it focuses on the origin of limiting beliefs, managing the change of such beliefs and developing a mindset for change and innovation. With respect to values, the program contrasts values with counter-values, and it approaches all these concepts in education.

This **Postgraduate Diploma in Educational Coaching for Educational Innovation and Excellence** 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 psycho-pedagogy and 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
- ♦ What's New in Educational Coaching for Educational Innovation and Excellence?
- ♦ 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 for Educational Innovation and Excellence
- ♦ 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 for Educational Innovation and Excellence"*

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*This Postgraduate Diploma 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 for Educational Innovation and Excellence, you will obtain a degree from TECH Global University"*

It includes, in its teaching staff, professionals belonging to the field of teaching, pedagogy and educational coaching, who pour into this education the experience of their work, in addition to recognized specialists belonging to reference societies and prestigious universities.

The multimedia content developed with the latest educational technology will provide the professional with situated and contextual learning, i.e. a simulated environment that will provide 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 this end, the educator will be assisted by an innovative interactive video system created by leading experts in the field of teaching, pedagogy and educational coaching 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 for Educational Innovation and Excellence and improve the education of your students.*



02

# Objectives

The program in Educational Coaching for Educational Innovation and Excellence is aimed at facilitating the performance of the professional dedicated to working with students in different educational contexts.





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*This program is designed for you to update your knowledge in Educational Coaching for Educational Innovation and Excellence, 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

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- Provide students with advanced education training in the main tools and resources of Educational Coaching, of a specialized nature and based on theoretical and instrumental knowledge, with a view to Educational Innovation and Excellence
- 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 the opportunity and take the step to get up to speed on the latest developments in Educational Coaching for Educational Innovation and Excellence"*



## Specific Objectives

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### Module 1. Beliefs, Values, and Identity

- 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

### Module 2. Coaching

- 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 3. Educational Coaching**

- ♦ Know the nature of beliefs and how they are formed
- ♦ Understand your ability to constrain or empower
- ♦ Know the main cognitive distortions
- ♦ Know how irrational ideas work
- ♦ Learn how to generate a growth mindset
- ♦ Generating transformational changes
- ♦ Appreciating the importance of values in education
- ♦ Understand a deep sense of Personal Identity
- ♦ Know the Enneagram personality model and appreciate the various adaptation strategies of the enneatypes
- ♦ Be able to adequately address beliefs and values in Education.

**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 includes in its teaching staff leading experts in psychopedagogy and Educational Coaching who pour into this specialization 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 reference professionals, the latest advances in procedures in the field of educational psychopedagogy and Educational Coaching”*

## 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



*Make the most of this opportunity to surround yourself with expert professionals and learn from their work methodology”*

## 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.



“

*This Postgraduate Diploma in Educational Coaching for Educational Innovation and Excellence 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. Behavior and Beliefs
  - 1.1.4. Types of Beliefs
- 1.2. Origin of Limiting Beliefs
  - 1.2.1. Cognitive distortions
  - 1.2.2. Irrational Ideas
- 1.3. Managing Belief Change
  - 1.3.1. Basis of Coping
  - 1.3.2. Types of Coping
- 1.4. Mindset for Change and Innovation
  - 1.4.1. Fixed Mindset
  - 1.4.2. Growth Mindset
  - 1.4.3. Inertia Zone and Learning Zone
  - 1.4.4. Creative Tension
- 1.5. Coaching and Change
  - 1.5.1. Generative and Evolutionary Changes
- 1.6. Values and Counter-Values
  - 1.6.1. Conceptualization of Values
  - 1.6.2. Learning of Values
  - 1.6.3. Values and Behavior
  - 1.6.4. Counter-values
- 1.7. Identity
  - 1.7.1. Identity and Identity Features
  - 1.7.2. Psychological Models and Identity
  - 1.7.3. Identity and Science
- 1.8. Personality Models
  - 1.8.1. Enneagram: The Various Expressions of the Personality and its Needs
  - 1.8.2. The MBTI Model
  - 1.8.3. Other Models.

- 1.9. Logical Levels
  - 1.9.1. Human Needs
  - 1.9.2. Levels of Consciousness
  - 1.9.3. Alignment of Levels
- 1.10. Approach to Beliefs, Values, and Identity in Education
  - 1.10.1. Diversity: Inclusiveness
  - 1.10.2. Values-Based Education. The Values of Positive Psychology
  - 1.10.3. Self-esteem and Recognition: Identity Construction

## Module 2. Coaching

- 2.1. What is Coaching?
- 2.2. The Origins and Background of Coaching
  - 2.2.1. Philosophy and Maieutics
  - 2.2.2. Humanistic and Positive Psychology
  - 2.2.3. Other Influences and Origins
- 2.3. Current Schools and Trends
  - 2.3.1. The American School
  - 2.3.2. The European School
  - 2.3.3. The Latin American School
- 2.4. Differences Between Coaching and Other Approaches (Therapy, Mentoring, etc.)
  - 2.4.1. Specificities of a Coaching Relationship
  - 2.4.2. The Limits of Coaching
  - 2.4.3. Differences with Psychotherapy, Mentoring, Consulting, Councelling, etc.
- 2.5. Areas of Coaching
- 2.6. The Competences of a Coach
  - 2.6.1. The Code of Conduct
  - 2.6.2. Internal and External Skills
  - 2.6.3. Coaching Associations
  - 2.6.4. Coaching Qualifications and Training
- 2.7. Session Structure
  - 2.7.1. Coach and Coachee Roles
  - 2.7.2. Structure and Framework
  - 2.7.3. Partnership and Contract



- 2.8. Models
  - 2.8.1. GROW Model
  - 2.8.2. Other Structures
- 2.9. Coactive Coaching
  - 2.9.1. Fundamentals of Coactive Coaching
  - 2.9.2. Contexts
  - 2.9.3. Principles and Practices
- 2.10. Coaching as a tool for the development of Groups, Companies and Communities

### 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
    - 3.1.2.1. Nonodynamics and Coaching
    - 3.1.2.2. Logopedagogy, Coaching and Education in the Self
  - 3.1.3. Coaching at the Service of the Dialogic Encounter between Teacher and Student. Pedagogy of Otherness
- 3.2. Areas of Application of Coaching in Education
- 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
- 3.4. Pedagogies Based on Cooperation and Autonomy Development and Coaching
- 3.5. Helping Relationship Styles and Coaching
- 3.6. The Teacher as a Coach
- 3.7. Competencies of the Teacher as a "Coach" of the Student Body
- 3.8. Coaching in the Framework of Shared Mentoring
- 3.9. Teacher Skills as a Facilitator of Change

- 3.9.1. Laying the Groundwork. Co-Creating the Relationship
  - 3.9.1.1. Creative Visualization. Results to be Achieved at the End of the Process
  - 3.9.1.2. Student Wheel-Teacher Wheel
  - 3.9.1.3. Pedagogical Contract
- 3.9.2. Effective Communication
  - 3.9.2.1. Effective Communication
  - 3.9.2.2. Active Listening
  - 3.9.2.3. Powerful Questions
  - 3.9.2.4. Direct Communication
- 3.9.3. Planning Goals
  - 3.9.3.1. Construction of the Vital Purpose
  - 3.9.3.2. Games of the Results
  - 3.9.3.3. Build SMART Objectives. Cultivating Learning and Growth
  - 3.9.3.4. Creating Awareness
  - 3.9.3.5. Design Actions
- 3.9.4. Progress Management
  - 3.9.4.1. Limiting Beliefs vs. Powerful Beliefs
  - 3.9.4.2. Learning and Coaching. Comfort zone
  - 3.9.4.3. Game of Qualities
  - 3.9.4.4. Keys to Success
- 3.9.5. Process Evaluation
- 3.9.6. Family Involvement
- 3.10. Classroom Group Applications
- 3.11. Teaching Teams and Faculty Team Spirit, Synergies
- 3.12. Management Teams and the Development of Executive Tools





#### Module 4. Coaching for innovation and educational excellence

- 4.1. Well-Being as a Factor of Excellence in Educational Communities
  - 4.1.1. Education and Society
  - 4.1.2. Causes and Factors of Educational Discontent
  - 4.1.3. Factors for Well-Being
  - 4.1.4. Inclusivity as a Reality
- 4.2. Professional Development and Teacher Welfare Plan
  - 4.2.1. Teacher Unrest
  - 4.2.2. Teacher Welfare as a Factor of Educational Excellence
  - 4.2.3. Teaching and Personal Development
  - 4.2.4. Personal and Professional Life
  - 4.2.5. Teacher Review and Evaluation
- 4.3. Educational Excellence
  - 4.3.1. Towards a New Concept of Excellence
  - 4.3.2. Excellence Based on Needs
- 4.4. Coaching for Innovation
  - 4.4.1. Coaching Tools in Education
  - 4.4.2. Processes of Educational Innovation through Coaching
  - 4.4.3. Evaluation as a Tool for Innovation
  - 4.4.4. Transformational Coaching
- 4.5. Educating in the Will of Meaning
  - 4.5.1. Challenges for the Education of the Self from Coaching and Logopedagogy
- 4.6. Towards a Pedagogy of Interiority
- 4.7. Coaching for Integrative Education
  - 4.7.1. Conclusions: a Road Ahead
- 4.8. An Educational Project based on Educational Coaching
- 4.9. Meaning and Purpose of Education
- 4.10. Educate to Be

# 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.*

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*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.

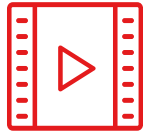
*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

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

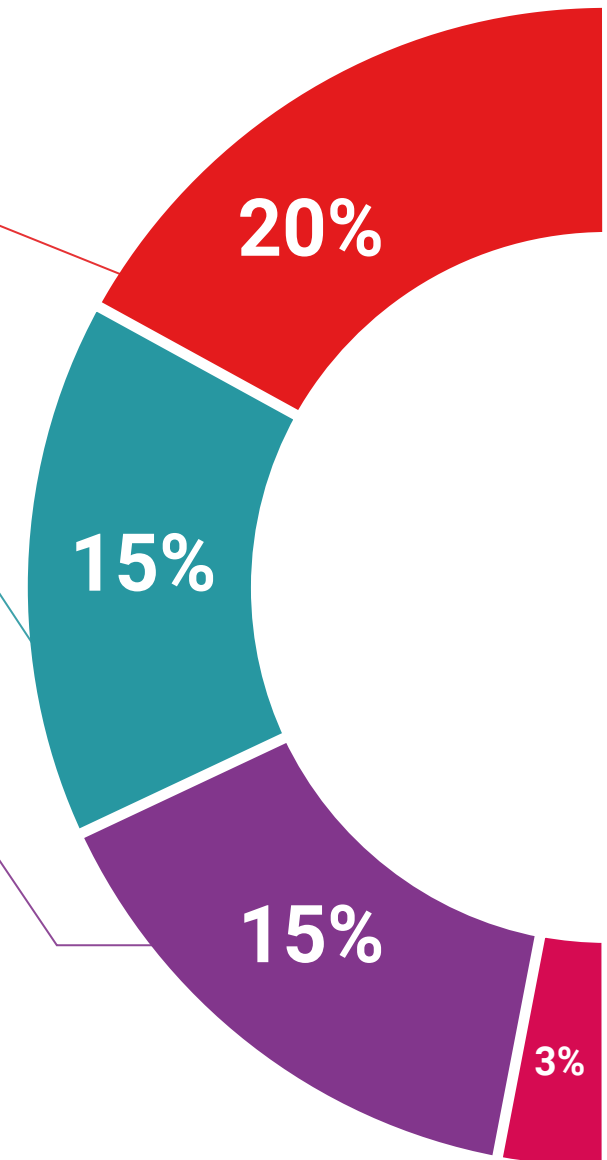
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

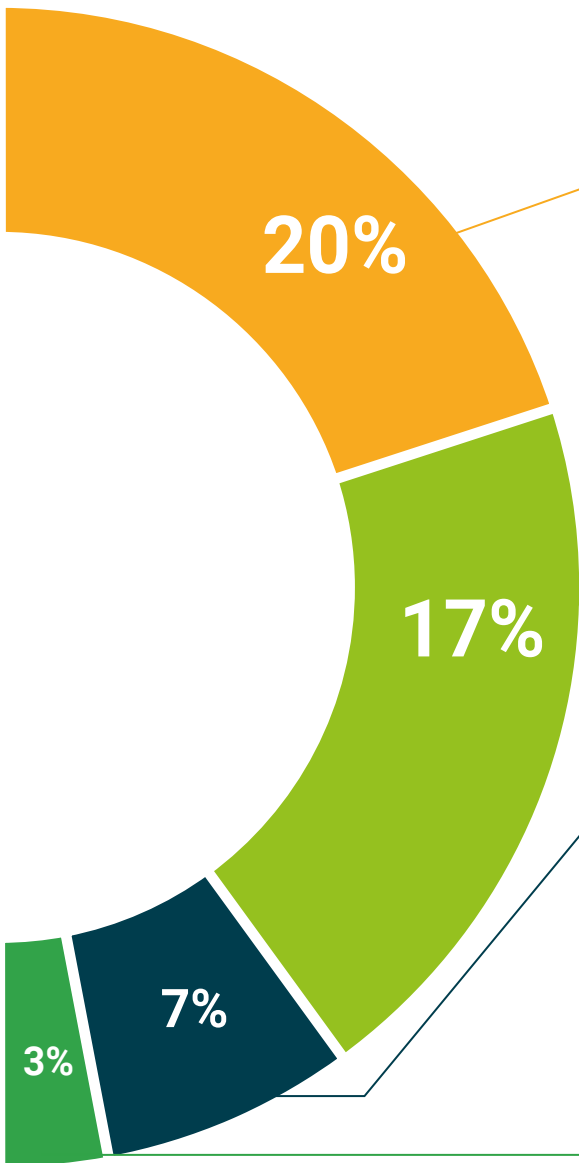
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



#### 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 Diploma in Educational Coaching for Educational Innovation and Excellence guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.





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

This program will allow you to obtain your **Postgraduate Diploma in Educational Coaching for Educational Innovation and Excellence** 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.

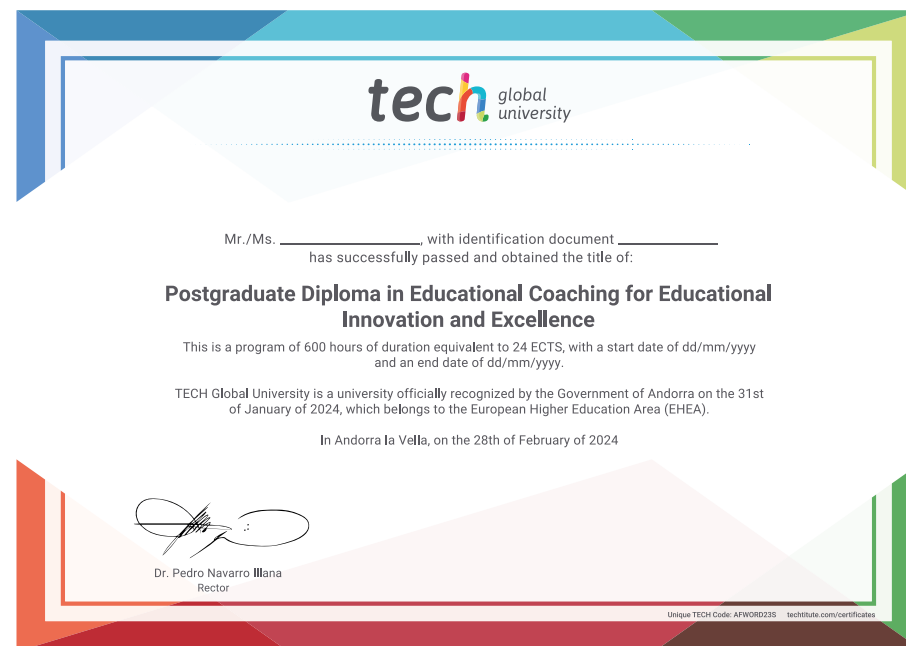
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Educational Coaching for Educational Innovation and Excellence**

Modality: **online**

Duration: **6 months**

Credits: **24 ECTS**



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



**Postgraduate Diploma**  
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# Postgraduate Diploma

Educational Coaching for Educational  
Innovation and Excellence

