

# Postgraduate Diploma

Educational Coaching for  
Educational Innovation and  
Excellence in Psychology





## Postgraduate Diploma Educational Coaching for Educational Innovation and Excellence in Psychology

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

Website: [www.techtute.com/in/psychology/postgraduate-diploma/postgraduate-diploma-educational-coaching-educational-innovation-excellence-psychology](http://www.techtute.com/in/psychology/postgraduate-diploma/postgraduate-diploma-educational-coaching-educational-innovation-excellence-psychology)

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# 01

# Introduction

Achieving educational excellence through innovation requires specific knowledge of one of the most interesting and effective ways of intervention: Coaching. A personal growth technique that has become one of the most effective development formulas of the moment. Its main objective is to help you achieve improvements in your competencies, behaviors, skills and attitudes, bringing you both a better quality of life and a greater satisfaction with the practice of your daily professional activity. In this context, the learning of personal development techniques by the psychologist is key to their good performance in the classroom. Knowledge that will serve the professionals both in their own application and in therapies, creating new formulas and ways of progress for the classroom and for the psychologist.





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*Learn about the latest advances in Educational Coaching for Educational Innovation and Excellence in Psychology and give your profession a boost to the forefront"*

This program works on communication skills, conflict resolution, emotional mastery and leadership; it contemplates fundamental aspects related to the psychologists' skills as facilitators 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.

In the same way, beliefs, values and identity are also addressed: with respect to beliefs, it focuses on the origin of limiting beliefs, the management of change of such beliefs and the development of a mindset for change and innovation. With respect to values, he contrasts values with counter-values and makes an approach that will allow a deeper understanding of all these concepts.

In order to achieve these updating objectives, the syllabus relies on a distinguished group of professors. Among them, a renowned specialist with extensive international experience stands out. This professional is in charge of teaching a set of Masterclasses that will allow graduates to rigorously update their competencies and skills.

This **Postgraduate Diploma in Educational Coaching for Educational Innovation and Excellence in Psychology** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Development of Practice cases presented by experts in Educational Coaching
- ♦ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ♦ With special emphasis on innovative methodologies in the teaching and learning process
- ♦ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments.
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*The International Guest Director of this program stands out for his extensive professional experience in the field of Educational Coaching"*

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*This Postgraduate Diploma may be the best investment you can make when selecting an up-to-date program for two reasons: in addition to updating your knowledge in Educational Coaching for Educational Innovation and Excellence in Psychology, you will obtain a Postgraduate Diploma from TECH Technological University"*

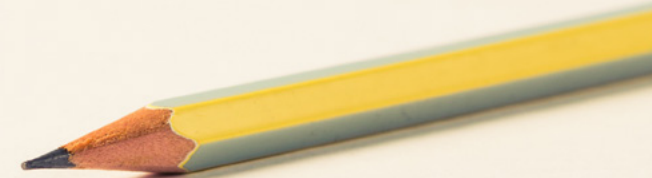
It includes in its teaching staff professionals belonging to this field, who pour into this training the experience of their work, in addition to recognized specialists belonging to reference societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to prepare in real situations.

The design of this program focuses on Problem-Based Learning, by means of which students must try to solve the different professional practice situations that arise throughout the program. To this end, the student will be assisted by an innovative interactive video system created by recognized experts in the field of Educational Coaching, with extensive teaching experience.

*Increase your confidence in decision making by updating your knowledge through this Postgraduate Diploma.*

*A training created to be versatile and flexible, allowing you to combine your personal or professional life with the best online training.*



# 02

# Objectives

This Postgraduate Diploma in Educational Coaching for Educational Innovation and Excellence in Psychology will allow you to acquire the essential knowledge to give your work a boost. With the necessary programming and development tools, to implement the most efficient way of working and adjusted to the real needs with which you work. In this way, a latent improvement is achieved in the child and adolescent and a consolidation of the psychology professional within the sector. All this allows both the improvement of the patient and the growth of the psychologist, who will be able to work successfully in different types of institutions.







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*This training will open up new avenues for your professional and personal development”*



## 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



*Take the opportunity and take the step to get up to speed on the latest developments in Educational Coaching for Educational Innovation and Excellence in Psychology"*





## 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 the creation of synergies of psychological teams
- ♦ Appreciate and understand the role of coaching in developing management skills

### Módulo 3 Coaching Educativo

- ♦ 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 personal psychological development
- ♦ 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
- ♦ Recognize how to enhance motivation



# 03

# Course Management

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 training, and are committed to quality teaching using new educational technologies. This team of professionals, committed to train top-level psychologists, has designed this very complete training that will enable professionals to practice successfully in social, health and educational institutions, being able to correctly influence the development of children and adolescents.





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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 Center for Coaching in Education, of which he is Global Director and Executive Director. He is also a Senior Fellow of the Center 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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- ♦ Director global en Growth Coaching International, Australia
- ♦ Executive Director of the International Center for Coaching in Education
- ♦ Author and editor of key books in the area of Coaching as Coaching in Education: Getting Better Results for Students, Educators and Parents
- ♦ PhD 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 in the Center for Positive Psychology and Health of the Royal College of Surgeons in Ireland
- ♦ Honorary member of Carnegie School of Education in the Leeds Beckett University, UK
- ♦ Member of the Center for Wellbeing Science in the Melbourne Graduate School of Education of the University of Melbourne, Australia



*Thanks to TECH you will be able to learn with the best professionals in the world"*

## Management



### **M. Riquelme Mellado, Francisco**

- ◆ Head of Studies at CEA Mar Menor. Torre-Pacheco, Murcia, Spain
- ◆ Teacher at the Department of Education of the Region of Murcia
- ◆ Professor of Drawing Specialty
- ◆ Coordinator of the Visual Arts Projects in the Hospital Classrooms of the Region of Murcia
- ◆ Trainer of the Education Project and Head of the Botín Foundation in the Region of Murcia
- ◆ He writes for the educational magazine INED21. Educational Project An Education for Being
- ◆ Blogger and educational communicator
- ◆ Degree in Fine Arts from the Polytechnic University of Valencia
- ◆ Professional Master's Degree in Art Therapy by the School of Practical Psychology of Murcia
- ◆ Gestalt training with the SAT program of the Claudio Naranjo Foundation
- ◆ ICF, ASESCO and AECOP certified coach with competencies in NLP and Systemic Coaching
- ◆ Trainer of Trainers for CEFIRE of Orihuela and CPR Murcia



### **M. Romero Monteserín, Jose María**

- ♦ Academic Director at the Spanish Language School of the University of Salamanca in Lisbon
- ♦ Collaborator in several ELE-USAL in Management
- ♦ External Professor at the CIESE-Comillas Foundation in Management of Educational Centers and Training
- ♦ Online Trainer in Management of Educational Centers at Fundación CIESE-Comillas
- ♦ Degree in Education from the Complutense University of Madrid
- ♦ Professional Master's Degree in Management of Educational Centers, Antonio de Nebrija University
- ♦ Professional Master's Degree in Secondary Teacher Training from CEU Cardenal Herrera University
- ♦ Postgraduate Degree in School Organization
- ♦ University Technician in Human Resources Management. Management
- ♦ Senior Technician in In-Company Training
- ♦ Postgraduate Diploma in Project Management



### **Dr. Beltrán Catalán, María**

- ♦ Pedagogue Therapist at Oriéntate con María
- ♦ Founder and Co-Director of PostBullying Spanish Association
- ♦ PhD Cum Laude in Psychology from the University of Cordoba
- ♦ Winner of the Young Award for Scientific Culture 2019, granted by the Spanish National Research Council (CSIC) and the City Council of Seville



### **Dr. Visconti Ibarra, Martín**

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





### Mme Jiménez Romero, Yolanda

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

## Professors

### Dr. Álvarez Medina, Nazaret

- ◆ Educational counselor, official in the body of secondary education teachers in the community of Madrid
- ◆ Preparer of public education competitive examinations
- ◆ Principal of Jesús del Monte Public School. Hazas de Cesto, Cantabria
- ◆ Principal of the public school Aurelio E. Acosta Fernández, Santiago del Teide.
- ◆ PhD in Psychology. Complutense University of Madrid
- ◆ Degree in Educational Psychology Oberta University, Catalunya

- ◆ Degree in Elementary School Education with a Major in the English Language Camilo José Cela University
- ◆ Postgraduate degree in "Coaching psychology" Complutense University of Madrid
- ◆ Official Professional Master's Degree on Educational Treatment of Diversity
- ◆ Diploma in Teaching English as a Foreign Language La Laguna University
- ◆ Degree in Educational and Executive Coaching from the Complutense University of Madrid
- ◆ University expert in analytical knowledge society. International University of La Rioja

**Mme Jurado, Pilar**

- ♦ Neurocoach Certified as an International Coaching Expert by the National Learning Institute (INA)
- ♦ Professional Master's Degree in Primary Education
- ♦ Teacher in Hospital Classrooms of the HUVA in Murcia
- ♦ Change Management Trainer with tools such as Lego Serious Play at the High Human Performance Center of Anna Fortea
- ♦ Graduate in Primary Education from the University of Murcia with specialization in Intercultural and Learning Difficulties
- ♦ Administration and Finance from IES Miguel de Cervantes





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*Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice”*



# 04

## Structure and Content

The structure of the contents has been designed by a team of experts in psychology and education, who have taken into account the latest strategies and developments in coaching, especially at the educational level. These contents will be the main basis for the psychology professionals to grow and consolidate within this sector with greater guarantees of success, attending children and adolescents in an optimal way and helping them in their cognitive and emotional development process. All this will enable the professionals to position themselves as prestigious psychologists.



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*This Postgraduate Diploma in Educational Coaching for Educational Innovation and Excellence in Psychology contains the most complete and up-to-date educational 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
    - 1.4.1.1. Environment.
    - 1.4.1.2. Behavior
    - 1.4.1.3. Capacity
    - 1.4.1.4. Values and Beliefs
    - 1.4.1.5. Identity
    - 1.4.1.6. 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 Barrett's Levels of Consciousness
  - 1.8.3. Self-realization
  - 1.8.4. Altruism and Service
  - 1.8.5. Alignment of Levels

## Module 2. Coaching

- 2.1. What is Coaching?
  - 2.1.1. An Objective-driven Process
    - 2.1.1.1. The Importance of Defining the Objective
    - 2.1.1.2. Starting from the End
    - 2.1.1.3. How to Define a *SMARTER* Objective?
    - 2.1.1.4. From Apparent to Real Objective
    - 2.1.1.5. Target Characteristics
  - 2.1.2. A Process Among People
    - 2.1.2.1. Coaching Framework or Context
    - 2.1.2.2. The Coaching Relationship
    - 2.1.2.3. Influences in the Coaching Process
    - 2.1.2.4. Trust
    - 2.1.2.5. Respect
  - 2.1.3. The Bond
  - 2.1.4. A Communicative Process
    - 2.1.4.1. The Power of Language
    - 2.1.4.2. Active Listening
    - 2.1.4.3. Lack of Judgment
    - 2.1.4.4. Non-Verbal Communication
  - 2.1.5. An Action-oriented Process
    - 2.1.5.1. The Importance of Action
    - 2.1.5.2. Designing an Action Plan
    - 2.1.5.3. Monitoring
    - 2.1.5.4. Assessment
    - 2.1.5.5. A Creative Process
    - 2.1.5.6. Generating Options
    - 2.1.5.7. Choosing Options
- 2.2. The Origins and Background of Coaching
  - 2.2.1. Philosophical Origins and Maieutics
    - 2.2.1.1. Pre-Socratics
    - 2.2.1.2. The Maieutics of Socrates
    - 2.2.1.3. Plato
    - 2.2.1.4. Later Philosophical Influences
  - 2.2.2. Influences of Humanistic Psychology
    - 2.2.2.1. The Basics of Humanistic Psychology
    - 2.2.2.3. Confidence in the Client's Ability
    - 2.2.2.2. Focus on Potentialities and Possibilities
  - 2.2.3. Contributions of Positive Psychology
    - 2.2.2.1. The Basics of Positive Psychology
    - 2.2.2.2. Conditions for Positive Psychology
    - 2.2.2.3. Human Strengths
    - 2.2.2.4. Meaning and Purpose in Life
  - 2.2.4. *The Winner Game*
    - 2.2.4.1. Deliberate Practice
    - 2.2.4.2. Improvement in Sports Performance
    - 2.2.4.3. *Galwain*
  - 2.2.5. Orientalism
    - 2.2.5.1. Importance of the Process or Pathway
    - 2.2.5.2. Objectives as Goals
    - 2.2.5.3. Detachment from Expectations and Achievements
    - 2.2.5.4. Understanding Suffering
    - 2.2.5.5. The Power of the Present
  - 2.2.6. Other Influences
    - 2.2.6.1. Systemic Psychology
    - 2.2.6.2. Gestalt Psychology
    - 2.2.6.3. The Flow Concept
    - 2.2.6.4. Zen Teachings
    - 2.2.6.5. *Management*
    - 2.2.6.6. Neurosciences
    - 2.2.6.7. Epigenetics

- 2.3. Current Schools and Trends
  - 2.3.1. The American School
    - 2.3.1.1. Practical Coaching Approach
    - 2.3.1.2. Thomas Leonard
    - 2.3.1.3. Other Exponents
  - 2.3.2. The European School
    - 2.2.2.1. Humanistic Coaching
    - 2.2.2.2. John Whitmore
    - 2.3.2.3. Other Exponents of European Coaching
  - 2.3.3. The Latin American School
    - 2.3.2.1. The Ontological Coaching Approach
    - 2.3.2.2. Rafael Echeverría and Julio Olalla
    - 2.3.3.3. Other Exponents of Latin American Coaching
- 2.4. Differences Between Coaching and Other Approaches
  - 2.4.1. Relationship Specificities in Coaching
    - 2.4.1.1. The Coachee's Responsibility
    - 2.4.1.2. The Role of the Coach
    - 2.4.1.3. Achieving Objectives
  - 2.4.2. The Limits of Coaching
    - 2.4.2.1. Psychological Conditions of the Coachee
    - 2.4.2.2. The Coach's Review and Personal Work
    - 2.4.2.3. Discomfort and Neurosis in Coaching Processes
    - 2.4.2.4. Signs of Psychosis in the Coachee
    - 2.4.2.5. Considerations on the Referral of the Coachee to Psychotherapy Professionals
    - 2.4.2.6. The Approach to Coaching Processes with Coachees in Psychiatric Treatment
  - 2.4.3. Cognitive-Behavioral
    - 2.4.3.1. The Psychotherapeutic Approach
    - 2.4.3.2. The Psychodynamic Approach
    - 2.4.3.3. The Humanistic Approach
    - 2.4.3.4. The Gestalt Approach
    - 2.4.3.5. The Behavioral Approach
    - 2.4.3.6. The Jungian Approach
    - 2.4.3.7. The Systemic Approach
    - 2.4.3.8. Complementation of Psychotherapy in Coaching Processes
  - 2.4.4. *Mentoring*
    - 2.4.4.1. Mentoring *Objectives*
    - 2.4.4.2. Relationships in *Mentoring*
    - 2.4.4.3. The Power of Trust in *Mentoring*
    - 2.4.4.4. Mentoring Advice in *Mentoring*
    - 2.4.4.5. Limits of *Mentoring*
    - 2.4.4.6. Complementation of *Mentoring* with Coaching Processes
  - 2.4.5. *Consulting*
    - 2.4.5.1. Relationships in *Consulting*
    - 2.4.5.2. Consulting *Objectives*
    - 2.4.5.3. Complementation of *Consulting* with Coaching processes
  - 2.4.6. *Counseling*
    - 2.4.6.1. Relationships in *Counselling*
    - 2.4.6.2. Objectives and Scope
    - 2.4.6.3. Complementation of *Counselling* with Coaching Processes
  - 2.4.7. *Empowerment*
    - 2.4.7.1. Definition
    - 2.4.7.2. Processes
    - 2.4.7.3. Types
  - 2.4.8. Other Approaches
    - 2.4.8.1. Art Therapy
    - 2.4.8.2. Music Therapy
    - 2.4.8.3. Drama Therapy
    - 2.4.8.4. Dance Therapy
    - 2.4.8.5. Body Therapies and Mind-Body Integrative Therapies

- 2.5. Areas of Coaching
  - 2.5.1. *Live Coaching*
    - 2.5.1.1. Personal
    - 2.5.1.2. Family
    - 2.5.1.3. Relationship
  - 2.5.2. Sports Coaching
    - 2.5.2.1. Professional Sports Coaching
    - 2.5.2.2. Health and Fitness Coaching
    - 2.5.2.3. Executive Coaching
    - 2.5.2.4. Team Coaching
    - 2.5.2.5. Business Coaching
    - 2.5.2.6. Nutritional Coaching
    - 2.5.2.7. Systemic Coaching
    - 2.5.2.8. PsychoCoaching
    - 2.5.2.9. Transformational Coaching
    - 2.5.2.10. Educational Coaching
- 2.6. The Competences of a Coach
  - 2.6.1. The Code of Conduct
    - 2.6.1.1. Ecology
    - 2.6.1.2. Confidentiality
    - 2.6.1.3. Forming Partnerships
    - 2.6.1.4. Creating the Bond
    - 2.6.1.5. Honesty
    - 2.6.1.6. Transparency
    - 2.6.1.7. Respect
    - 2.6.1.8. Commitment
  - 2.6.2. In-house Skills
    - 2.6.2.1. Self-Knowledge
    - 2.6.2.2. Vulnerability
    - 2.6.2.3. Being proactive.
    - 2.6.2.4. Empathy
    - 2.6.2.5. Reflection
  - 2.6.3. External Skills
    - 2.6.3.1. Effective Communication
    - 2.6.3.2. Active Listening
    - 2.6.3.3. Admiration
    - 2.6.3.4. Assertiveness
    - 2.6.2.5. Feedback
    - 2.6.2.6. Process Management
    - 2.6.2.7. Silence
    - 2.6.2.8. Motivation
  - 2.6.4. Coaching Associations
    - 2.6.4.1. *International Coach Federation*
    - 2.6.4.2. *International Coaching Community*
    - 2.6.4.3. International Association of Coaching and Psychology
  - 2.6.5. Coaching Qualifications and Preparation
    - 2.6.5.1. Quality Preparation Requirements
    - 2.6.5.2. Accredited Programs
    - 2.6.5.3. Professional Coach Accreditation
    - 2.6.5.4. Accreditation Process
  - 2.6.6. The 11 ICF Core Competencies
    - 2.6.6.1. Laying the Foundations
    - 2.6.6.2. Co-Creating the Relationship
    - 2.6.6.3. Communicating Effectively
    - 2.6.6.4. Cultivating Learning and Growth
- 2.7. Session Structure
  - 2.7.1. Coach and Coachee Roles
    - 2.7.1.1. Role and Responsibilities of the Coach
    - 2.7.1.2. Role and Responsibilities of the Coachee
    - 2.7.1.3. The Coaching Process
    - 2.7.1.4. Defining Objectives
    - 2.7.1.5. Action Plan
    - 2.7.1.6. Commitment
    - 2.7.1.7. Partnerships
    - 2.7.1.8. Assessment
  - 2.7.2. Sponsor

- 2.7.2.1. Company, Management or Institution as Sponsor
- 2.7.2.2. Company and Coachee Objectives
- 2.7.2.3. Responsibility in the Coaching Process
- 2.7.3. Structure and Framework
  - 2.7.3.1. Initial Situation
  - 2.7.3.2. Desired Situation
  - 2.7.3.3. Distance Between the Start and Coaching Goal
- 2.7.4. Partnership and Contract
  - 2.7.4.1. The Suitability of a Partnership
  - 2.7.4.2. The Contract and Contractual Matters
  - 2.7.4.3. Differences and Complementarity Between Partnership and Contract
- 2.7.5. Types of Session According to their Purpose
  - 2.7.5.1. On Contact
  - 2.7.5.2. On the Starting Process
  - 2.7.5.3. On Development
  - 2.7.5.4. On Follow-up
  - 2.7.5.5. On Assessment
  - 2.7.5.6. On Closure
- 2.7.6. Closing the Relationship
  - 2.7.6.1. Process Evaluation
  - 2.7.6.2. Relationship Evaluation
  - 2.7.6.3. Evaluating the Achievement of Objectives
- 2.8. Models
  - 2.8.1. Wasick
  - 2.8.2. *PIE*
  - 2.8.3. *STIR*
  - 2.8.4. *GROW*Model
    - 2.8.4.1. Objective
    - 2.8.4.2. Reality
    - 2.8.4.3. Options
    - 2.8.4.4. Action



- 2.8.5. *OUTCOMES* Model
  - 2.8.5.1. Objectives
  - 2.8.5.2. Reasons
  - 2.8.5.3. Acting from Now
  - 2.8.5.4. Clarifying the Difference
  - 2.8.5.5. Generating Options
  - 2.8.5.6. Motivating to action
  - 2.8.5.7. Enthusiasm and Incentives
  - 2.8.5.8. Support
- 2.8.6. *ACHIEVE* Model
  - 2.8.6.1. Assess Current Situation
  - 2.8.6.2. Create Brainstorming of Alternatives
  - 2.8.6.3. *Home Goals*
  - 2.8.6.4. Initiate Options
  - 2.8.6.5. Assess Options
  - 2.8.6.6. Validate Action Program
  - 2.8.6.7. *Entourage Momentum*
- 2.9. Coactive Coaching
  - 2.9.1. Fundamentals of Coactive Coaching
  - 2.9.2. The Coactive Coaching Model
  - 2.9.3. The Coactive Coaching Relationship
  - 2.9.4. Contexts
    - 2.9.4.1. Listening
    - 2.9.4.2. Intuition
    - 2.9.4.3. Curiosity
    - 2.9.4.4. Pushing and Deepening
    - 2.9.4.5. Self Management
  - 2.9.5. Principles and Practices
    - 2.9.5.1. Fullness
    - 2.9.5.2. Process
    - 2.9.5.3. Balance
    - 2.9.5.4. Combining
- 2.10. Coaching as a tool for the development of Groups, Companies and Communities
  - 2.10.1. Current challenges for Companies and Institutions
  - 2.10.2. Organizational Coaching
  - 2.10.3. Company Objectives
  - 2.10.4. Coaching Services for Companies
    - 2.10.4.1. Executive
    - 2.10.4.2. Specific Preparation Programs
    - 2.10.4.3. *Shadow Coaching*
    - 2.10.4.4. Group Coaching
    - 2.10.4.5. (Systemic) Team Coaching
    - 2.10.4.6. Psychometric Diagnostic Tools
    - 2.10.4.7. Motivation and values
  - 2.10.5. Psychometric Diagnostic Tools
    - 2.10.5.1. *MBTI*
    - 2.10.5.2. *FIRO-B*
    - 2.10.5.3. *Feedback 260*
    - 2.10.5.4. *DISC*
    - 2.10.5.5. *Belbin*
    - 2.10.5.6. Evolution in Systems and Communities
    - 2.10.5.7. Change and Innovation through Coaching
    - 2.10.5.8. Basic Coaching Tools
      - 2.10.5.8.1. Personal Life Wheel
      - 2.10.5.8.2. Teaching Wheel
      - 2.10.5.8.3. Student Wheel
      - 2.10.5.8.4. Personal SWOT Analysis
      - 2.10.5.8.5. Johari Window
      - 2.10.5.8.6. *GROW* Scheme
      - 2.10.5.8.7. Circle of Control, Influence, and Concern
      - 2.10.5.8.8. Head, Heart, Belly
      - 2.10.5.8.9. *VAK*



### 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 Dialogic Encounter between Teacher and Student. Pedagogy of Otherness
  - 3.1.3. 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

### Module 4. Coaching for the transformation, 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, When and How to Assess?
  - 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: a 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 Levels in Education
  - 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 academic program offers students 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 we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

*With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.*



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

“

*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. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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 the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

*The psychologist 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).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

*Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for 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 specialists who teach the course, specifically for the course, so that the teaching content is highly 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.



#### Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



#### 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 educational system for presenting multimedia content 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 their 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 in Psychology guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 Diploma in Educational Coaching for Educational Innovation and Excellence in Psychology** 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 Diploma** issued by **TECH Technological University** via tracked delivery\*.

The certificate 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 for Educational Innovation and Excellence in Psychology**

Official N° of Hours: **600 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.

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guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
online training  
development language  
virtual classroom



**Postgraduate Diploma**  
Educational Coaching for  
Educational Innovation and  
Excellence in Psychology

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



# Postgraduate Diploma

Educational Coaching for Educational  
Innovation and Excellence in Psychology

