

# Your Students today... ...Leaders tomorrow

Coaching Techniques for Language Teachers  
to Enhance Teenagers' 21st Century Competencies

designed by Palmina La Rosa

Moderated by



## Online Teacher Training Course Information Brochure



COACHING  
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## Section 1

### Course information

#### 1.1 Course objectives and outcomes

The course aims to equip language teachers with basic coaching techniques that will help them support their students' performance of life competencies such as teambuilding, problem solving, critical thinking, communication, creative thinking and mediation.

The course objectives are to provide coaching techniques that can be used in the language classroom with any published or self-made material designed to achieve life competencies.

The course will provide a structure for the learning process when dealing with life competencies and also provide trainees the necessary tools to help their students make informed decisions through powerful and effective questioning.

After attending the course, trainees will be able to:

- Understand the difference between coaching and teaching;
- Analyze some essential coaching skills and practices;
- Guide their students towards their personal strengths;
- Understanding and managing diverse personalities;
- Master powerful questioning;
- Guide their students towards effective communication;
- Provide tools to effectively set and track goals;
- Create effective teams;
- Guide their students to develop critical thinking skills;

- Use projects to develop life competencies.

**The course is by no means intended to qualify teachers to become professional coaches.**

Teachers who wish to qualify as a coach should seek an accredited coaching course which can be found on the International Coaching Federation website.

## 1.2 Course length

The course consists of the following:

- 1 live online preparatory module of 2 hours (2 hour synchronous online);
- 7 live online core modules 2 hours each (14 hours synchronous online);
- Approximately 4 hours of self study per week including completion of pre module tasks, end of module tasks and participation to discussion forums (28 hours self study time);
- Approximately 6 hours for the end of course task (estimated time to complete the task: 6 hours self study time);
- **Total of 50 hours: 16 synchronous and 34 self study time.**

The live online preparatory module and core modules will take place once a week for a total of 8 weeks on the day and time showed on the registration form.

## 1.3 Course materials

The course materials include: pre module tasks, module content, activity plans, articles, links to relevant videos, discussion forums, end of module tasks, end of course task.

The materials will be uploaded on the Moodle platform progressively, before, during or after the synchronous sessions.

## Section 2

### Course Content

#### 2.1 Syllabus: online preparatory module and core modules

The following table shows the syllabus of the “Your Students today...Leaders tomorrow” course. It details the topic of each synchronous online lesson and its learning objectives.

<b>Preparatory module</b>	<p><b>Coaching vs Teaching</b></p> <p><b>Introduction to 21st century soft skills</b></p>	<ul style="list-style-type: none"> <li>• Coaching</li> <li>• Difference between teaching and coaching</li> <li>• Coaching skills</li> <li>• Coach and coachee: an agreement – roles and responsibilities</li> <li>• 21st century skills – why our students need them</li> <li>• Topics of the core modules</li> <li>• Helping you prepare for the course</li> </ul>
<b>Module one</b>	<b>The Leader in You</b>	<ul style="list-style-type: none"> <li>• Understanding and managing diverse personalities</li> <li>• How to focus on personal strengths</li> <li>• Introduction to beliefs and limiting beliefs</li> <li>• Appreciation techniques</li> <li>• Self reflection and how to read and use the Self Assessment Scheme</li> </ul>

<p><b>Module two</b></p>	<p><b>Effective Questioning and Active Listening</b></p>	<ul style="list-style-type: none"> <li>• Effective questioning and coaching approaches</li> <li>• Low impact and high impact questions</li> <li>• Questions with “why” and powerful questions</li> <li>• Active listening techniques</li> <li>• selected activities aimed to improve active listening (listening questionnaire)</li> </ul>
<p><b>Module three</b></p>	<p><b>Effective Communication</b></p>	<ul style="list-style-type: none"> <li>• Public speaking and personal communication</li> <li>• Techniques for effective presentations</li> <li>• Building confidence</li> <li>• Being a good communicator: activities and practices</li> <li>• Starting with “why”</li> </ul>
<p><b>Module four</b></p>	<p><b>Visions and Goals</b></p>	<ul style="list-style-type: none"> <li>• The vision From intangible to tangible</li> <li>• From vision to action</li> <li>• Coaching techniques for action planning</li> <li>• Action plans and goal planners</li> </ul>
<p><b>Module five</b></p>	<p><b>Team Building</b></p>	<ul style="list-style-type: none"> <li>• Teamwork in the classroom</li> <li>• Groups vs Teams</li> <li>• Team coaching</li> <li>• Motivation and shared vision</li> <li>• Roles and rules of engagement</li> <li>• Action plan for team work/goals</li> <li>• Positive and constructive feedback</li> <li>• Receiving feedback</li> </ul>

<b>Module six</b>	<b>Critical Thinking</b>	<ul style="list-style-type: none"><li>• Importance of critical thinking and problem solving</li><li>• Critical thinking skills and sub skills</li><li>• Techniques to enhance critical thinking skills</li><li>• Storytelling for creative thinking</li><li>• Line of reasoning and mind maps</li><li>• The problem-solving cycle</li></ul>
<b>Module seven</b>	<b>Coaching Techniques to lead projects</b>	<ul style="list-style-type: none"><li>• (Inquiry) Project based learning: learn by doing (and investigating);</li><li>• Skills needed when working in a project and its benefits</li><li>• Stages of a project;</li><li>• Roles and responsibilities;</li><li>• Ideas for projects on TED;</li><li>• Actual themes for projects: Sustainable Development Goals.</li></ul>



## Section 3

### Progress check process and end of course task

#### 3.1 Progress check and end of course task: an overview

To ensure that trainees are up to date with the course materials, at the end of each module there will be an end of module task that participants must submit before the lesson of the following module takes place.

After the last synchronous lesson (module 7), there will be an End of course task. This last task will take into consideration everything that has been learnt during the whole course.

Trainees will have to upload the End of module tasks and the End of course task on the Moodle platform according to the guidelines that will be found on the platform.

## **Section 4**

### **Trainee Profile and Trainee's Commitment**

#### **4.1 Who is the course for?**

The course is for private and state school language teachers who want to advance in their professional development. Trainees must be interested in learning coaching techniques which will help their students enhance their life competencies.

The course was originally designed for teachers who teach teenagers. However, the techniques can also be applied to adult classes. These techniques are not ideal for teachers that specialise in teaching young learners.

#### **4.2 Entry requirements**

Because the course will prepare teachers to support teenagers in developing their 21<sup>st</sup> century competencies, it is fundamental that applicants meet the following requirements:

- Have at least two years teaching experience preferably to teenagers;
- English language proficiency at an equivalence to level C1 of the Common European Framework (CEFR) – A good B2 level can also be accepted;

## Section 5

### Course payment

The course fee is € 670 euros.

Trainees can pay in one single payment or in two instalments.

#### 5.1 Up front payment

Please send a bank transfer of € 670 euros to Giga International House with the full amount of the course to confirm your enrolment. A copy of the bank transfer should be sent to [info@ctd.coach](mailto:info@ctd.coach) by two weeks before the course starts.

#### 5.2 Two instalments

Please send a bank transfer for € 270 euros to confirm your enrolment.

A copy of the bank transfer should be sent to [info@ctd.coach](mailto:info@ctd.coach)

The second instalment of € 400 euros must be paid by bank transfer no later than 1 week before the course starts and a copy of the bank transfer should be sent to [info@ctd.coach](mailto:info@ctd.coach).

## Section 6

### Contact Information

#### 6.1 Academic Course Director and Trainer

Trainees can contact the academic course director and trainer, Palmina La Rosa, via email at [palmina@ctd.coach](mailto:palmina@ctd.coach)

#### 6.2 Administrative Assistant

The administrative assistant is Chiara Cosentino. Chiara will look after every aspect related to contracts, payments and invoices.

Email: [info@ctd.com](mailto:info@ctd.com)

Phone: +39 0957152243

Chiara's working hours are from Monday to Friday from 9.30 to 13.30 Rome, Italy time zone.



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