WORKSHOP FOR TEACHERS AND HELPERS
4-8 NOVEMBER 2024
PORTUGAL

CHALLENGES OF A TEACHER FROM THE 21ST CENTURY

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COACHING FOR TEACHERS AND POSITIVE RELATIONSHIPS IN THE CLASSROOM

CHALLENGES OF A TEACHER FROM THE 21ST CENTURY
LURDES NEVES

GUIDE TO HEALTH

CHALLENGES OF A TEACHER FROM THE 21ST CENTURY

OBJECTIVES

- To make new teaching resources known to apply in the classroom.

To foster the creation of associative and collaborative learning contexts using active methodologies.

-To develop the ability to manage conflict situations, inside and outside the class.

- To present leadership and training tools for teachers in the classroom.

PROPOSED CONTENTS

1. The concept of coaching for teachers® and positive relationship with students.

2. Gardner's model of multiple intelligences and the profile of the 21st century.

3. The profile of the 21st century teacher.

      3.1. Identification and analysis of teachers' needs and assessment of their skills.

4. The process and phases of coaching for teachers®

      4.1. Beliefs about students' learning process and possible errors in teaching.

      4.1.1. Impression effect, halo effect, stigma effect, stereotypes, generalizations, projection effect, central tendency effect, polarity effect, ideal student effect, systematic bias error, group behavior error, recency error/effect.

5. Coaching to teachers and positive relation with students: Feedback training (metamodel application)

      5.1. How to create motivation and compromise with students: Effective and ineffective feedback

      5.2. Action plan

      5.3. Examples of instruments for positive change in the classroom

6. Learning styles

      6.1. Sensory perception model (NLP)

6.2. Brain Specialization Model;

6.3. Learning Styles Model (e.g. Kolb)

Coaching for teachers

Educational Coaching could be defined as a discipline that defends a new teaching methodology that implies a different way of understanding the concept of learning

- We are interested in concepts of the human being such as talent, qualities, capabilities, attitudes, skills, paradigms, mental models, judgments, emotions, beliefs, values...

- It is interesting to analyze how these processes influence academic, personal and professional relationships that occur within the educational context.

TEACHER'S PROFILE OF 21TH CENTURY

THE EFFECTIVE TEACHER

A good teacher, according to the postulates of coaching, **knows himself or herself**, is **not only aware of the objectives**, but also of the values and beliefs that motivate them, defines an **action plan in the class** and, whenever possible, is coherent ; lives according to its values and is consistent: acts and thinks in the same way.

Ken Bain (2006), researcher and author in the area of Educational Coaching, states that the mission of the teacher or any educator in the classroom is twofold

1. Study people's learning process

2. Encourage students to build newparadigms of reality

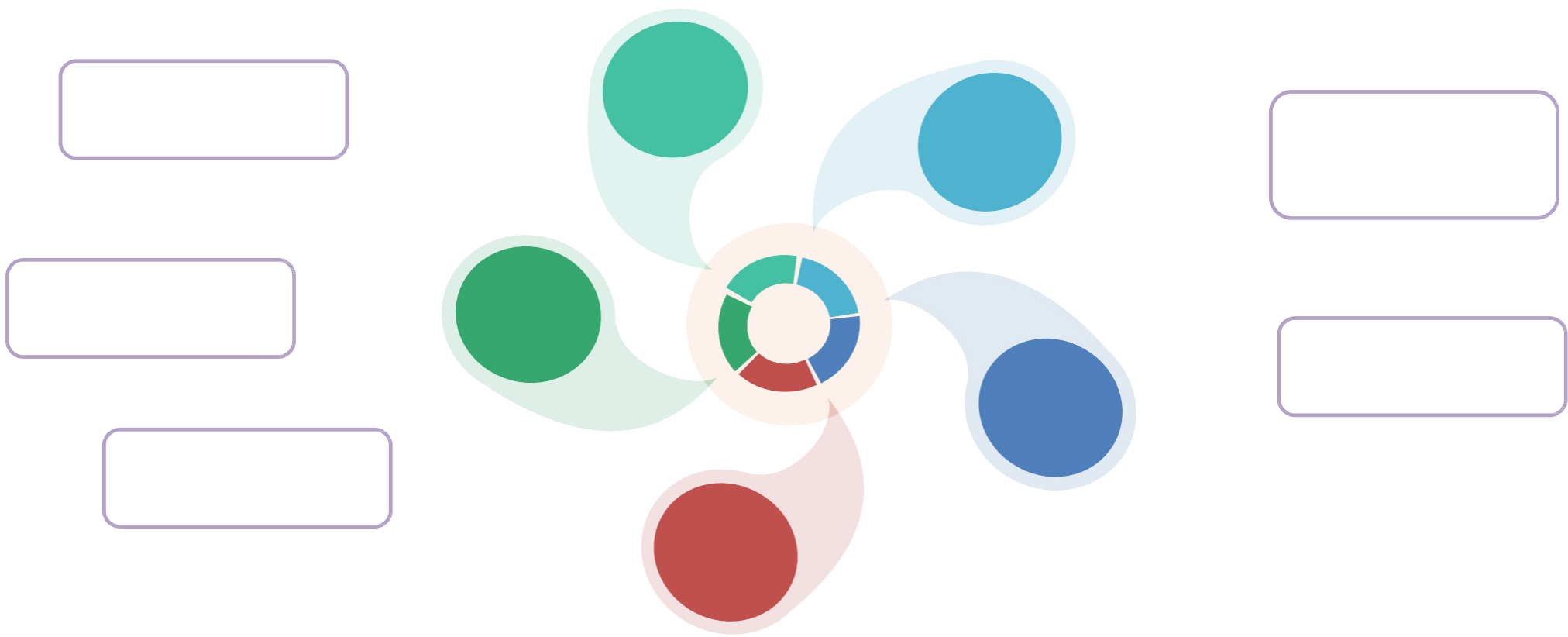# The Good Teacher: stimulating new paradigms of reality

What teachers ask students is to build new mental models of reality, encouraging the construction of new reasoning schemes that stimulate learning, rather than transmitting knowledge.

These teachers focus on finding answers to important questions

- They excite students as they use methodologies, assumptions, and concepts from various fields to solve complex problems.
- They include subjects from other areas in their classes and focus on what this means for achieving a comprehensive education compared to one fragmented into separate subjects.

Instead of placing more interest in students' good exam results, they place more importance on ways to transform their conceptual understanding, foster advanced reasoning skills and the ability to critically examine their own thinking.

Who do I want to be

Possible teacher beliefs in the students' learning process

- Printing effect

- Halo effect

- Stigma effect

- Stereotypes or generalizations

- Projection (or mirror) effect

- Central tendency effect

- Polarity effect or extreme trends

- Ideal Student Effect

Possible teacher beliefs in the students' learning process

Printing effect: this is the initial effect caused by the student due to scientifically insignificant data, such as verbal fluidity, extroversion, presence, way of dressing, etc.

Halo effect: consists of valuing the student due to a single favorably appreciated action

Possible teacher beliefs in the students' learning process

- Stigma effect: Consists of devaluing the student due to a single unfavorably appreciated option.

- Stereotypes or generalizations: being influenced by regional and national stereotypes, the student's origin, etc.

- Projection (or mirror) effect: consists of comparing the student's qualities with their own or with those of another known person, making a general positive assessment, if any are similar or vice versa

Possible teacher beliefs in the students' learning process

- Polarity effect or extreme tendencies: evaluating a student's elements very well or very poorly.

- Ideal student effect: teachers tend to have an image of what the ideal student is like and, based on this, they judge who they have in their classes.
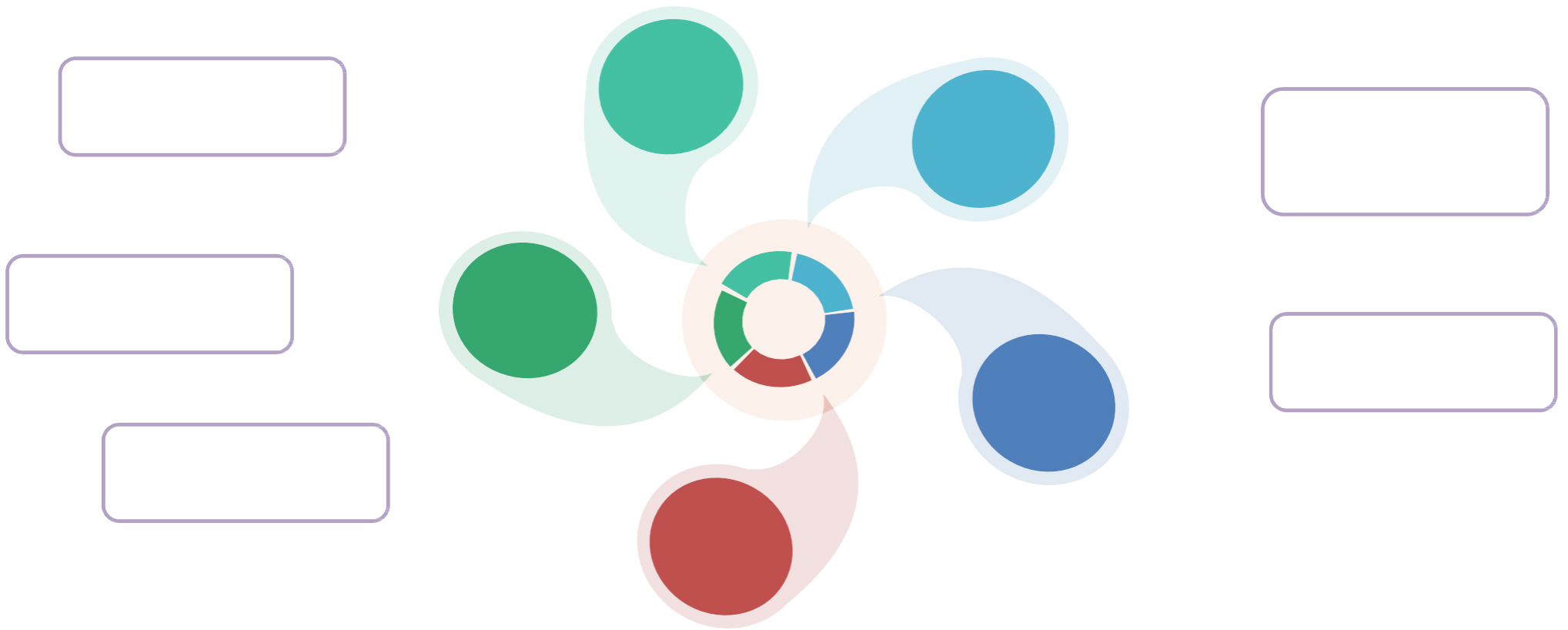
The image is permeated with subjective characteristics…

- Systematic bias error: permanent tendency to evaluate reality in a distorted way in a positive, negative or neutral sense.

- Group behavior error: occurs when a student differentiates himself (in positive or negative terms) from a homogeneous group. Valuation by comparison or the assimilation of individual valuation to group valuation may occur.

- Recent performance error: overall positive or negative assessment of the student due to poor performance in the period prior to the assessment

Self-Evaluation

o **What are the main mistakes that you think you find in yourself?**

What do I have to change?

LEARNING WITH - COACHING TO TEACHERS

Learning According To Educational Coaching

- **Change** because it implies a change in the person who learns, which can be favorable or unfavorable, fortuitous or deliberate.

- **Experience** because this change must be the result of experience, of the interaction of the person who learns with their environment.

- *Learning would therefore be the change produced in a person as a result of an experience.*

Effective learning

Learning success depends on 3 factors

- The intelligence
- The methodology
- The motivations

Only the sum of the 3 allows you to obtain effective learning

Intelligence alone is not decisive for learning (Gardner's concept of multiple

intelligences). All learning successes also have a common basis: THE

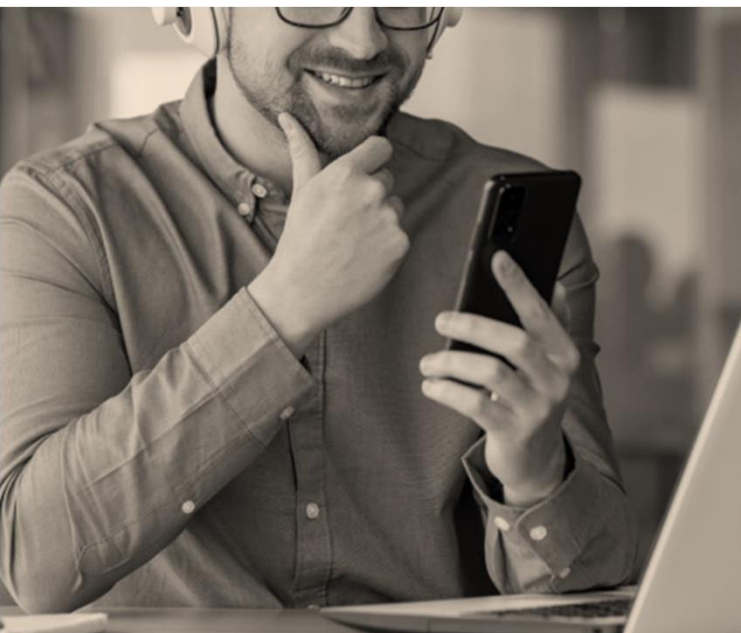EMOTIONS/FEELINGS during the learning process and the motivation of the learner.

The method used to teach/train must facilitate learning, which is achieved through

knowledge of:

- **Biological principles**: brain processes related to learning.

- **Psychological principles**: the principles of learning and motivation for pairing

General learning scheme

The three main elements that we learn about and on which our educational methodologies are

based are the following :

- Where we learn concepts, principles and facts that are learned through theoretical learning.

- Where we learn attitudes, values, emotions and ways of behaving that are acquired through interaction and relationship skills, what we call experiential or experiential learning. In this learning, value is also given to teaching students to think for themselves

- Where we learn procedures, techniques, rules, processes, methods, etc., which we acquire through practice and training, that is, practical learning.

LEARNING STYLE MODELS

Learning Styles

Each of us uses different strategies during the learning processes

Most people tend to develop, over time, certain strategies over others, giving preference to those with which they feel more comfortable.

This global tendency to use certain learning schemes over others is called our "learning style".

3 Reading models of the learning process

- Visuals

- Hearing
- kinesthetic

Select information

Organize information

- Right hemisphere
- Left hemisphere

- Activists

- Thinkers
- Theorists
- Pragmatists

Use information

as multiplas INTELIGÊNCIAS

7 Lógico-matemática
Quantifica coisas, faz hipóteses e as comprova

6 Linguística
Encontra as palasvras certas para expressar o que quer

8 Musical
Faz discernimento entre sons, tons, ritmos e timbres

5 Intrapessoal
Entende a si mesmo, aos seus sentimentos e o que deseja

9 Naturalista
Entende as coisas vivas e consegue ler a natureza

4 Interpessoal
Compreende os sentimentos e motivações das pessoas

1 Corporal-cinestésica
Coordena o corpo e a mente

2 Espacial
Visualiza o mundo em 3D

3 Existencial
Aborda as questões de por que vivemos e por que morremos

Frames of Mind: The Theory of Multiple Intelligences by Howard Gardner

thenounproject.com Funders and Founders

Who am I?

Visual?

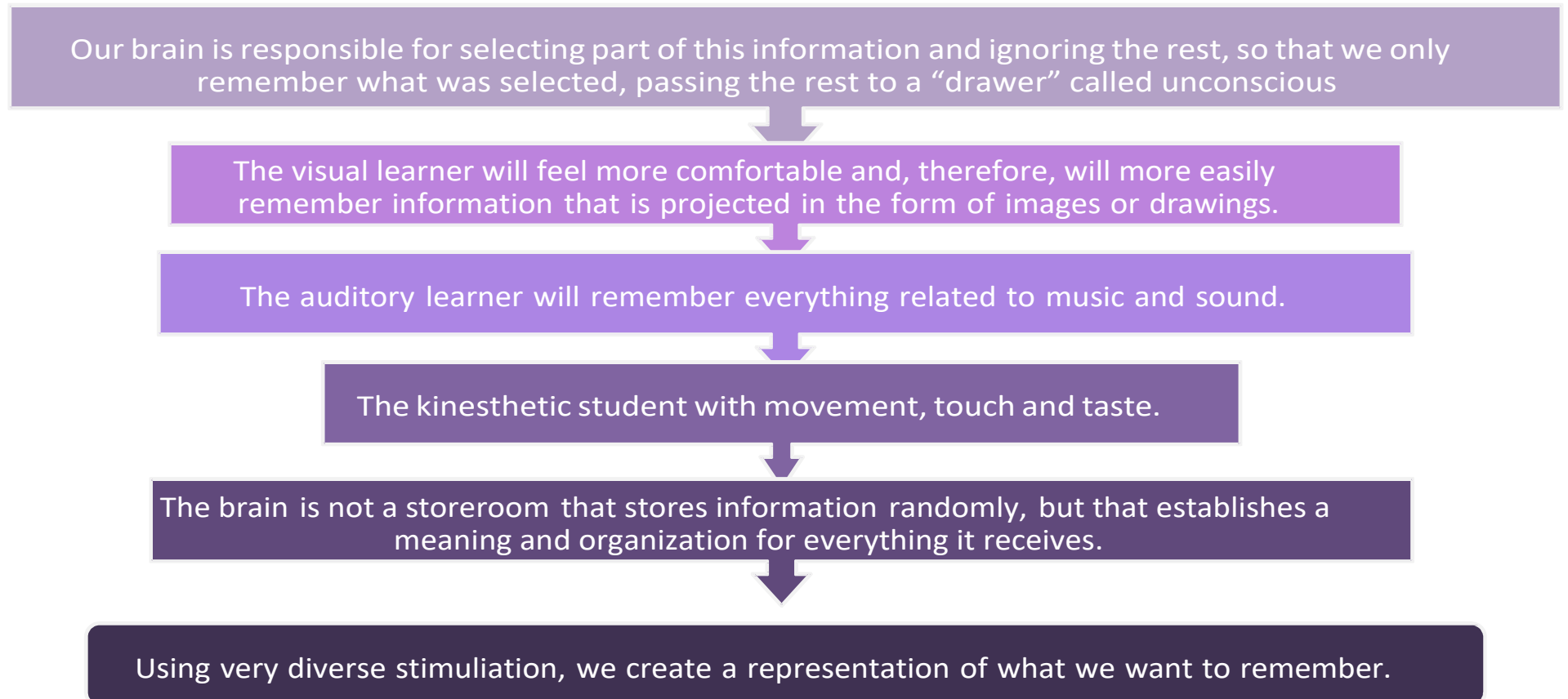Kinesthetic?

Auditory?

Internal dialogue?

LEARNING PROCESS: SELECT INFORMATION

Quando analisamos como selecionamos essa informação, Podemos estabelecer uma distinção entre alunos visuais, auditivos e cinestésicos.

Sistema de representação visual	Sistema de representação auditivo	Sistema de representação cinestésico
• Recordamos imagens abstratas (como letras e números). • Recordamos imagens concretas.	• Permite ouvir, na nossa mente, vozes, sons, música, etc. • Recordamos uma canção ou uma conversa, ou quando reconhecemos a voz da pessoa com quem falamos ao telefone.	• Onde quando recordamos o sabor da nossa comida preferida ou o que sentimos ao ouvir uma poesia.

Learning process: Selecting information

Our brain is responsible for selecting part of this information and ignoring the rest, so that we only remember what was selected, passing the rest to a "drawer" called unconscious

The visual learner will feel more comfortable and, therefore, will more easily remember information that is projected in the form of images or drawings.

The auditory learner will remember everything related to music and sound.

The kinesthetic student with movement, touch and taste.

The brain is not a storeroom that stores information randomly, but that establishes a meaning and organization for everything it receives.

Using very diverse stimuliation, we create a representation of what we want to remember.

Learning process: selecting information

Even though most of us feel more comfortable using a certain representation system, it is important that the teacher is able to enhance the use of others.

The more we use representation systems, the more they develop.

Each element requires a specific representation system; remembering images or sounds is not the same thing, so it would be necessary for each of our students to use the appropriate representation system for each piece of information.
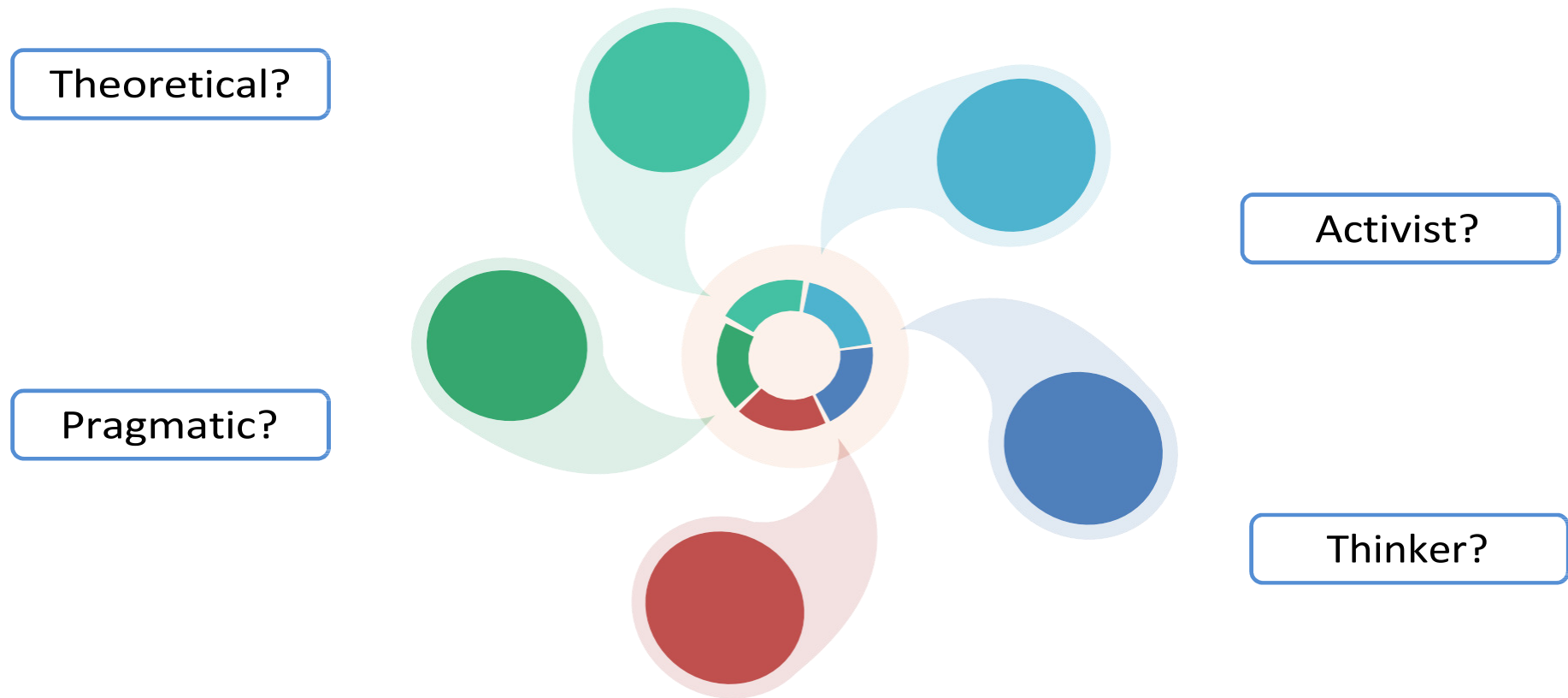
To enhance student learning in classes, the teacher must organize the work taking into account the way of learning of all students, to adapt the subject to the majority representation system of the class.

Or prepare and explain the material with teaching elements, both auditory and visual or kinesthetic, which will benefit all students.

Learning process: Organizing information

- After selecting the information, it must be organized and interrelated.

- To this end, the cerebral hemisphere model highlights the different ways we have to organize the information we receive.

- Normally, in any class, there are students who tend to use the mode of thinking associated with one hemisphere more than that associated with the other.

Who am I?

Theoretical?

Activist?

Pragmatic?

Thinker?

THE EDUCATIONAL COACHING PROCESS AND COACHING TOOLS IN THE CLASSROOM

The coaching process

The entire Educational Coaching process begins when the student asks the teacher for personalized attention due to some reason of dissatisfaction, a need or simply because they want to achieve something and don't know how. The student asks for change.

At the beginning of the process, the student goes through a situation of fear of change. You experience great frustration because you don't see results in the short term, a frustration that creates more dissatisfaction because it makes you aware of your limitations

Typically, this spiral of fear, dissatisfaction and frustration ends when the student begins to move forward or when the situation is so unsustainable that the project stops this hellish cycle, towards change. Support from the teacher and the home is therefore crucial.

The coaching process

However, the student takes action and begins to see the slow but continuous progress that leads him to the goal. If this stage – called transition – is successfully overcome by the student, it will inevitably lead to the achievement of the proposed objectives.
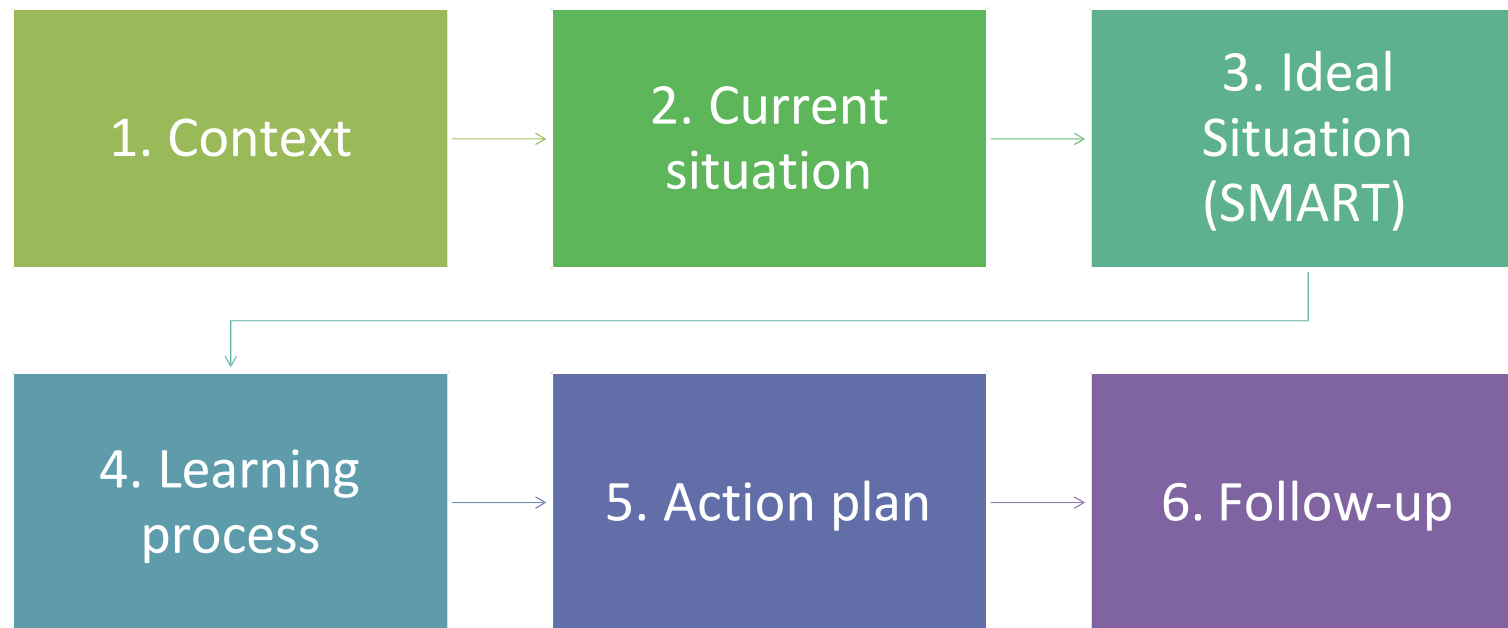
After the transition and, at the end of the process, the student will have changed part of their underwear, stripping themselves of everything that prevented them from developing and learning a new repertoire of resources and tools to face the circumstances of their surroundings.

THE PROCESS AND PHASES OF COACHING TO TEACHERS

Phases of an Educational Coaching process

| 1. Context | → | 2. Current situation | → | 3. Ideal Situation (SMART) |

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1. Context  →  2. Current      →  3. Ideal
                  situation          Situation
                                     (SMART)
                                        │
   ┌────────────────────────────────────┘
   ↓
4. Learning  →  5. Action plan  →  6. Follow-up
   process
```

Phases of an Educational Coaching process

One of the qualities of a good teacher: being able to create an environment of trust and security.

The class, or the student, must feel comfortable with the teacher, so that they are able to open up to him and speak.

This phase is preliminary, however, it is one of the most important phases of the teaching process as it is where the teacher generates enough trust in his students so that later commitments can be established.

Without this creation of context in the classroom, learning cannot be produced.

Phases of an Educational Coaching process

Analysis of the group and class performance level.

This phase serves to learn how each of the students works and the characteristics of the group they form:

Cohesion, type of leadership, learning styles, behavior patterns/norms, values, etc.

Subsequently, and after analyzing this information, we move on to the development of each phase of the coaching process.

Phases of an Educational Coaching process

Phase 2. Current situation

Cont.

- Jointly plan goals and achievements.

- Define objectives to be achieved; goals to be met during the process and mistakes to be avoided

Phase 3 - Ideal Situation

OBJECTIVES TO BE ACHIEVED:

- Guide the student's (or class's) effort to define achievement goals according to their level of skills and competencies.

- Reflect on the attitudes necessary to achieve these goals.

- Identify obstacles that prevent high performance.

To achieve these objectives, the following actions must be taken:

> ➢ Communicate the coaching process to the class: encourage and motivate them to achieve it.

> ➢ Work in parallel with each of the students: the teacher analyzes the student's starting point and his reference in the group while he thinks about what the teacher can help with.

Phase 3 - Ideal Situation

- Ask the student what goals they set during the course and, specifically, in which subjects and/or circumstances and why.

- Remember the guidelines to follow when setting any type of goals:

- They must be clear, measurable and evaluable, ecological, situated in time, etc.

- Communicate the goals that the teacher himself had established for the group or individual student and study them together.

- Prioritize one or two training goals, focusing planning on defining concrete action plans, whether individual or for the group.

- Start training the first action plan, establishing indicators that allow you to know whether it is being carried out correctly or incorrectly.
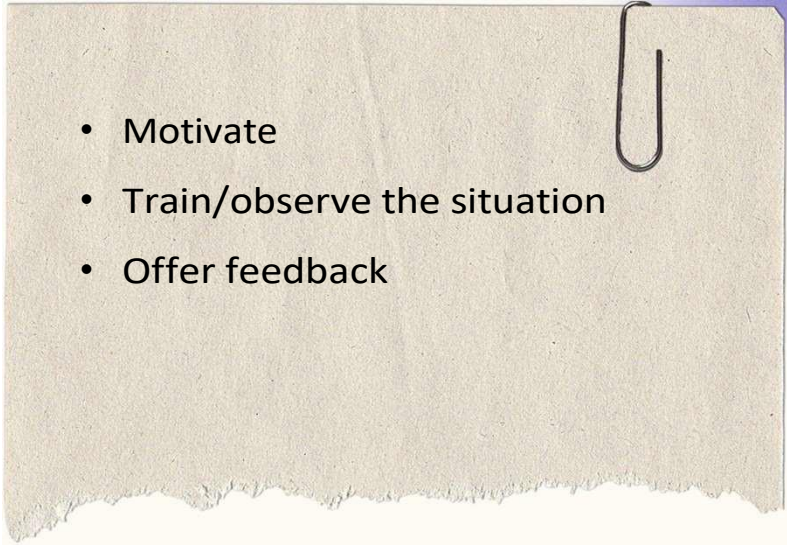
- Encourage continued communication.

Phase 3 - Ideal Situation

MISTAKES TO AVOID IN THESE SITUATIONS ARE:

- Establishing excessively generic and/or ambitious goals and achievements, that is, not complying with the rules for defining objectives.

- Define what should be planned, but without analyzing how

Phases of an Educational Coaching process

Phase 4. Learning process

- Motivate
- Train/observe the situation
- Offer feedback

Phase 4 - Learning Process: Motivate

Objectives to be achieved

- Create the necessary climate and communication to ensure that the student feels confident in themselves and confidently expresses their development expectations and the class progresses towards meeting its objectives.

- Promote creativity as a source of original ideas, demonstrating the effectiveness of developing this capacity.

- Develop in the student a discerning ability so that, depending on their capabilities, they can deduce the consequences, both positive and negative, of fulfilling the expectations they express.

- Motivate the student to develop this entire process and the class to achieve their objectives.
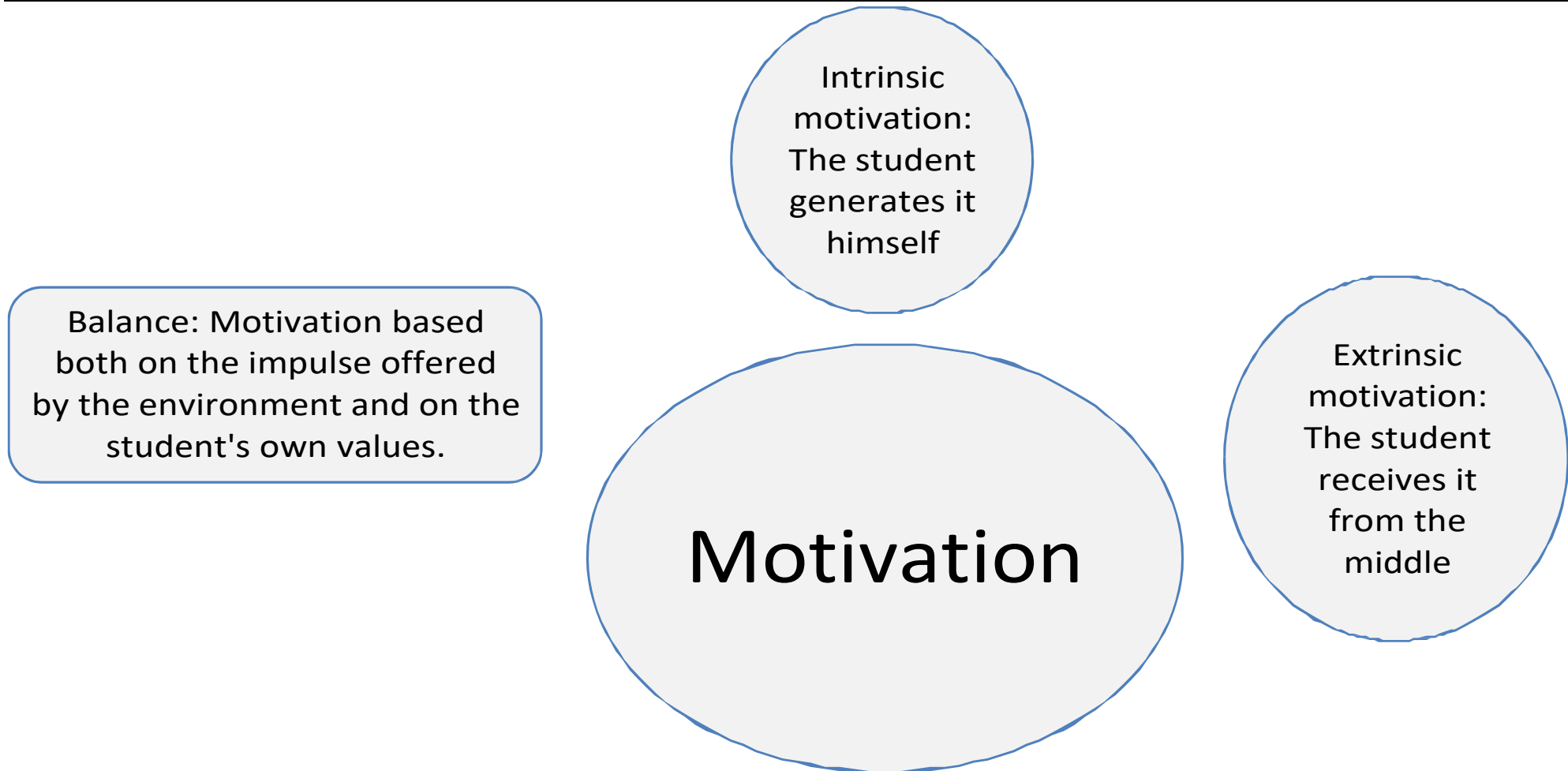
Phase 4 - Learning Process: Motivate

To achieve these objectives, the following actions must be taken:

- Promote active listening on both sides, teacher/student, so that expressed expectations multiply and optimize.

- First, listen to the student and the class; then suggest and ask

- Stream

Mistakes to avoid at this stage:

- Creating false expectations in students, which can produce pressure and have a negative influence on student motivation.

43

Desenvolver a motivação

Intrinsic motivation: The student generates it himself

Balance: Motivation based both on the impulse offered by the environment and on the student's own values.

Motivation

Extrinsic motivation: The student receives it from the middle

Phase 4 - Learning Process: train/observe the situation

Objectives to be achieved:
- Practice the planned actions together with the student, so that they can acquire the skills, knowledge and attitudes necessary to carry them out optimally.
- Seek opportunities to observe and analyze student performance in class and the class itself, in which their skills, competencies and attitudes are highlighted.
- Express to the student and the class the objective of observation within the coaching process, which consists of providing the other person with a constructive perspective on their own performance, so that they can manage change and improve their capabilities.

To achieve these objectives, the following actions must be carried out:
- Know the standards you want to follow and communicate them to others. Allow the student and their class a comfortable margin of error that allows them to learn.
- Transmit security and confidence in the performance.
- Teach based on the student's learning style and what predominates in the class.
- Incorporate simple and flexible standards in order to carry out action plans.

Phase 4 - Learning Process: train/observe the situation

Mistakes to avoid at this stage:

- Interrupt the action process: replace the student or paralyze the class at the moment of action.

- Train based on your own experience and not on the student's experience.

- Provide constant standards during performance.

Phase 4 - Learning Process: train/observe the situation

In these cases, the teacher must have the following qualities:

- Being patient allows for a margin of error.
- Being perceptive and impartial has the capacity for observation and analysis and is objective. Listening effectively: practices active listening.
- Propose your ideas clearly and make sure you are understood.
- Inquire about the student's opinions and interests and take them into account.
- Being empathetic: putting yourself in the student's shoes and understanding their stances and points of view when faced with a problem/task.
- Offer feedback on class performance.
- Request feedback on your own performance as a teacher.
- Maintain an open and interested attitude towards your students.
- Serve as a role model: be responsible and inspire trust and credibility.
- Have knowledge and/or experience in the activity you perform.
- Transmit enthusiasm and interest to your students in personal improvement.

Fase 4 - Processo de Aprendizagem: oferecer feedback

Sender = Professor

Receptor = student

Ask the student

Ask the teacher

Fase 4 – What to change?

Sender = Professor

Receptor = student

Powerful questions
students

Active Listening

Phase 4 - Learning Process: offering feedback
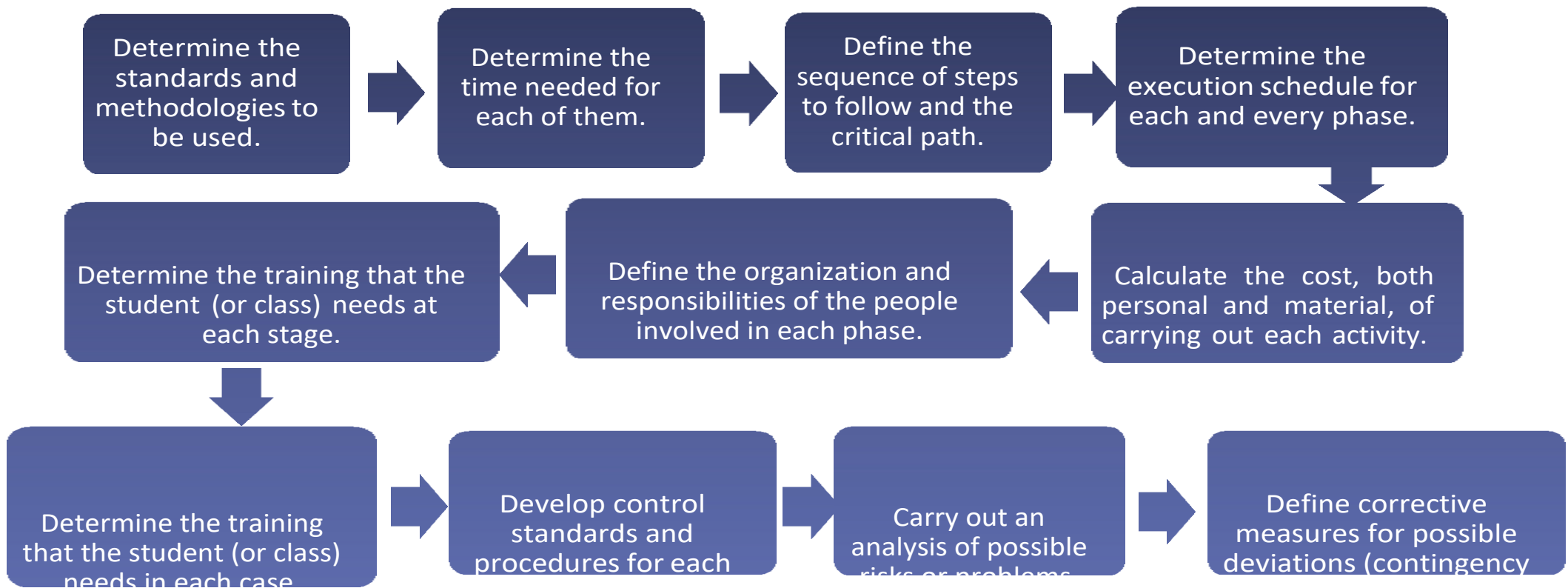
Consequences of No Feedback

- Unawareness of teacher and student performance

- If performance favors learning, the actors do not know that this is the path nor do they have the means to correct and improve

Phase 5 - Action plan

- Summary of actions to be carried out to carry out a work program and execution schedule
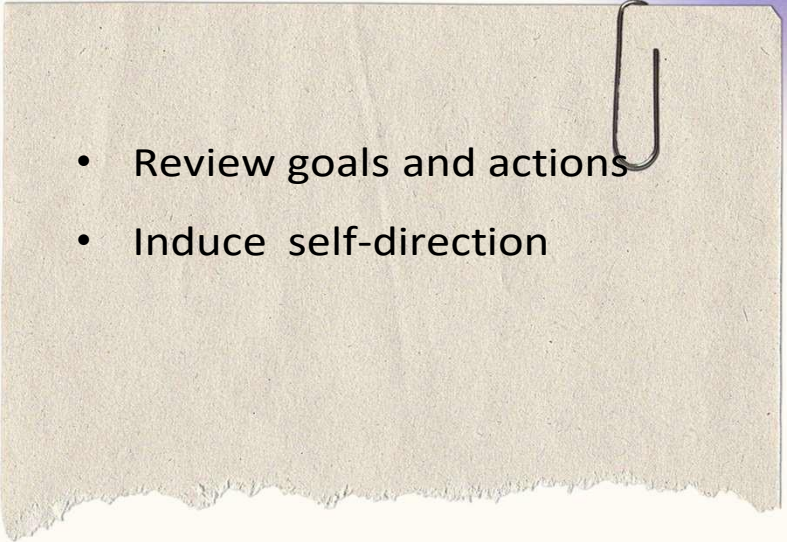
- Develop students' learning ability

Phase 5 - Action plan- exercise

Creating an action plan

Determine the standards and methodologies to be used.

→

Determine the time needed for each of them.

→

Define the sequence of steps to follow and the critical path.

→

Determine the execution schedule for each and every phase.

↓

Determine the training that the student (or class) needs at each stage.

←

Define the organization and responsibilities of the people involved in each phase.

←

Calculate the cost, both personal and material, of carrying out each activity.

↓

Determine the training that the student (or class) needs in each case

→

Develop control standards and procedures for each

→

Carry out an analysis of possible risks or problems

→

Define corrective measures for possible deviations (contingency

Phases of an Educational Coaching process

- Review goals and actions
- Induce self-direction

Phase 6- Follow-up: review goals and actions

Objectives to be achieved

- Select the most successful solutions in relation to different situations.
- Create alternatives in relation to future actions.
- Make decisions and implement these alternatives, finding the most appropriate capabilities to put them into effect.

What to do?

- Relate the use of skills and attitudes learned with achieving success

Mistakes to avoid at this stage:

- Force performance improvement based on error alone.
- Do not reinforce the improvement of student performance.

54

Phase 6- Monitoring: inducing self-direction

Objectives to be achieved

- Make your (the student's) new goals that are based on developing your potential.
- Create work situations that allow students to develop their own autonomy.
- Establish an accessible monitoring and consultation mechanism, which allows progress to be seen and any aspect to be improved to be considered.

What to do?

- Carry out an analysis of the objectives achieved, celebrating the student's successes.
- Develop a positive climate in which aspects already trained can be resumed.

Mistakes to avoid at this stage:

- "Quit" the coaching process here, as soon as the student begins to guide their own development.
- Do not let the student develop their own learning and self-management capacity.
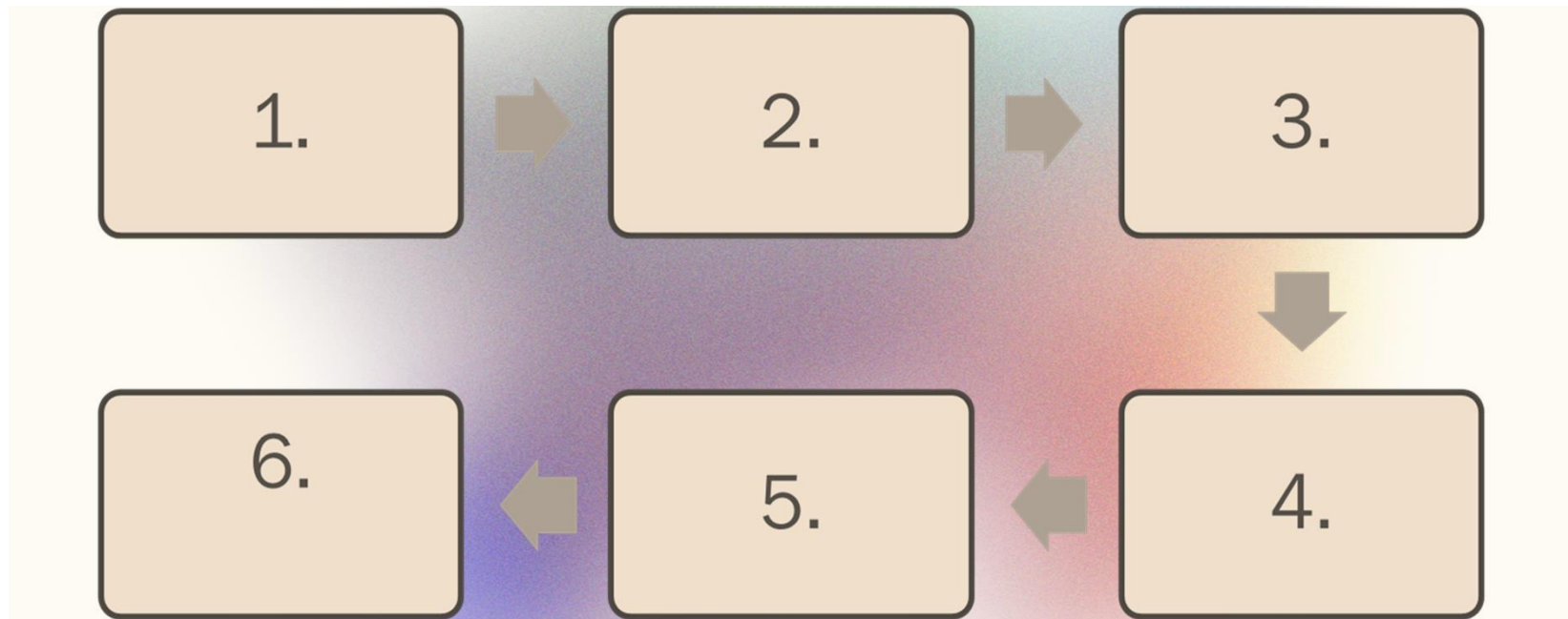
PRACTICAL ACTIVITY

Thinking about the educational coaching process, make a personal reflection based on the following questions:

What do you believe is the most important phase of the coaching process in the educational system?

At what stage of this process do you feel most comfortable as a teacher?

Create the Phases of an Educational Coaching Process for the Arrifana School Group

PRACTICAL ACTIVITY IN GROUPS

Ex. Coaching process aplyed to a class

5 Educational Coaching Tools

Coaching Tools

Educational coaching uses a set of educational tools that aim to:

- ✓ Increase the motivation of students and teachers.
- ✓ Improve school management leadership and meeting management.
- ✓ Prevent and manage conflicts.
- ✓ Improve relationships with families.

Coaching Tools

ITSO

Tool used to carry out an exhaustive analysis of the current situation of an individual or organization to, from there, establish an action plan that leads to an ideal situation.

It is based on the analysis of the 4 concepts that give it its name;

IMPROVEMENTS

THREATS

STRENGTHS

OPPORTUNITIES

MAFO

It allows you to analyze the **Improvements, Threats, Strengths and Opportunities** of a situation that we want to change:

- To identify **improvements and strengths**, we have to focus the analysis on ourselves or our organization
- To identify **threats and opportunities**, the analysis must focus on the environment.

How is it used?

- There are many educational institutions where the school management uses **ITSO** to analyze the current situation of their organization and the characteristics of the environment and, based on the results of this analysis, develop a strategic plan to implement in the short, medium and long term.
- At the individual level, this tool can be very interesting for the educator, allowing him to identify his strengths as a teacher – where he stands out, where he finds it easier – and his areas for improvement

Requires analysis of the educational professional context

Results can be plotted

SWOT

Strengths
- Examples: empathy with students; responsibility; communication

Improvements/opportunities
- Examples: Patience; Organization; Openness to new methodologies

Opportunities
- Examples: Good team of teachers; Continuing training; Opening of the school to the outside world

Threats
- Examples: Lack of resources and space; Discrediting the role of the teacher; conditioning of educational provision

Example

Strengths	Improvements/opportunities

Opportunities	Threats

Coaching Tools: Writing

It materializes in different formats, resulting in several distinct sub-tools.
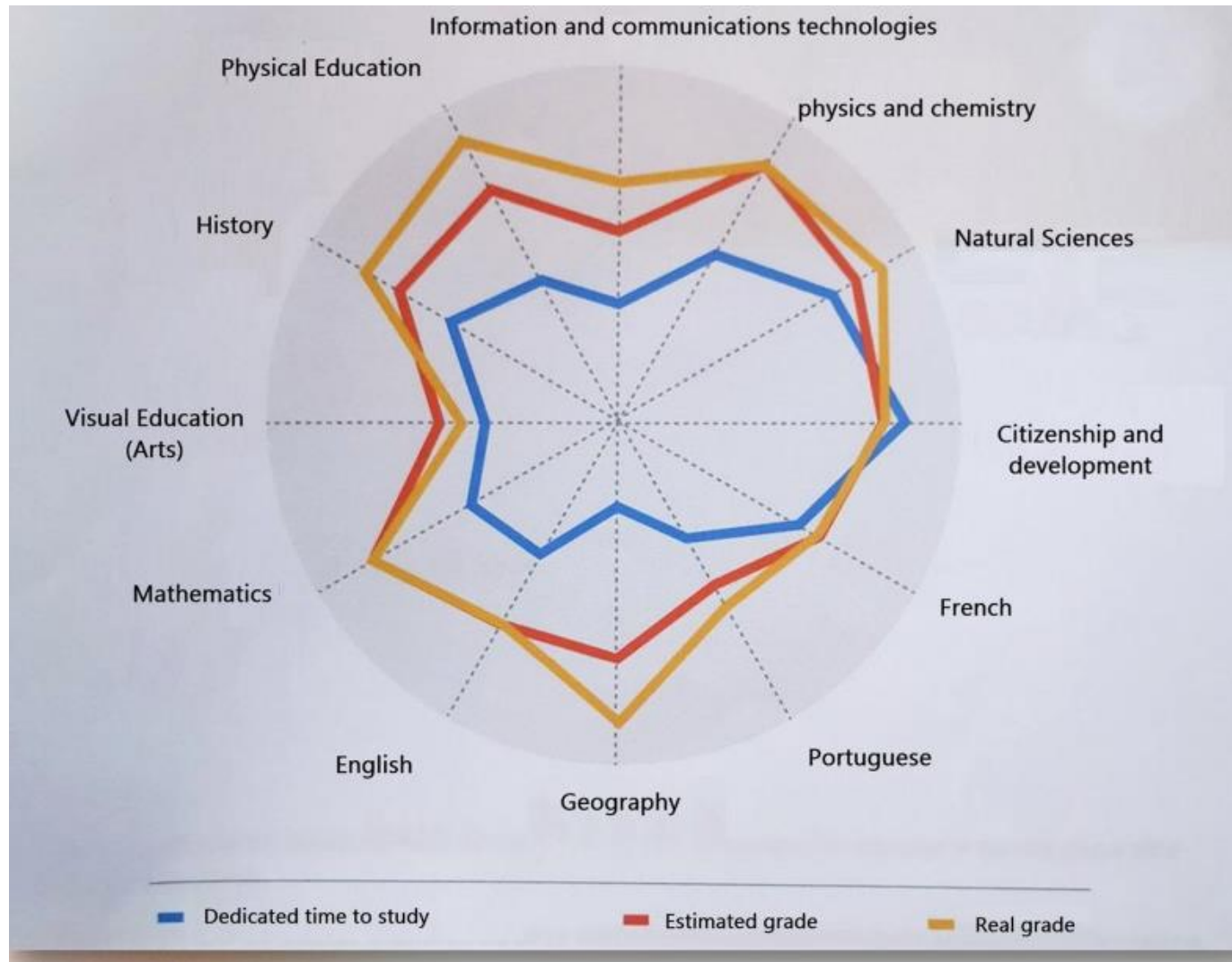
- o Autobiography: record of important moments in a personal story or words associated with these milestones, accompanied by a short description

- o Diary of positive records: daily record of 3 pleasant moments and the emotional response obtained.

- o Plan your path: planning actions to be taken to achieve certain objectives, identifying possible obstacles.

- o Conceive your vision: defining personal or academic objectives and goals in order to facilitate decision-making in the present.

- o School learning line: record of all events relating to an academic journey and their impact on a personal level.

Coaching Tools

Educational wheel/circle:

- Tool that makes it possible to become aware of the degree of satisfaction or dissatisfaction with a current reality.

- The educational wheel is divided into a certain number of quadrants, according to the variables you want to measure.

- Each quadrant is assigned a value from 0 to 10, with 0 being the center of the wheel and 10 being the outer limit. The areas that need the most attention are those with the lowest value.

Educational wheel/circle

Educational wheel/circle: example

Participants: 7th-12th year students

- Location: classroom
- Duration: 2h

Objectives:

- Make students aware of their academic performance and the relationship between effort and success
- Make students analyze their study methods and dedication to each subject.
    - Make students understand the correlation between the following variables:
        - ✓ Hours of dedication
        - ✓ Passion for discipline
        - ✓ Mastery of the discipline
        - ✓ Notes

Educational wheel/circle: procedure

1. The teacher decides that the educational circle will be divided into quadrants equivalent to the students' subjects

2. The teacher explains to the students what an educational circle is, how it works and what the exercise they are going to perform consists of

3. Each student wanted their own wheel with the 12 subjects, forming 12 quadrants, one per subject

4. Subsequently, the teacher decides the variables that the students will measure and chooses to choose three: Time dedicated to study, estimated grade (the grade they believe they will have in the final test) and actual grade.

5. Students assign a rating from 0 to 10 to these three variables – for each of the subjects – with 0 being the lowest value and 10 being the maximum value.

6. Finally, students evaluate themselves on all variables and combine the resulting values to form the final graph

Educational circle: Conclusions

A connection can be established between the variable Time dedicated to studying and the passion that students reveal for these subjects. Or an empirical correlation between the time dedicated to studying and the actual grade, or between effort and academic performance.

Furthermore, problems of insecurity or lack of self-esteem can also be detected in students who generally score low in their estimated grades and then have very good grades, or, on the contrary, a lack of attachment to reality in students who score highly in their grades. estimated and then present low grades
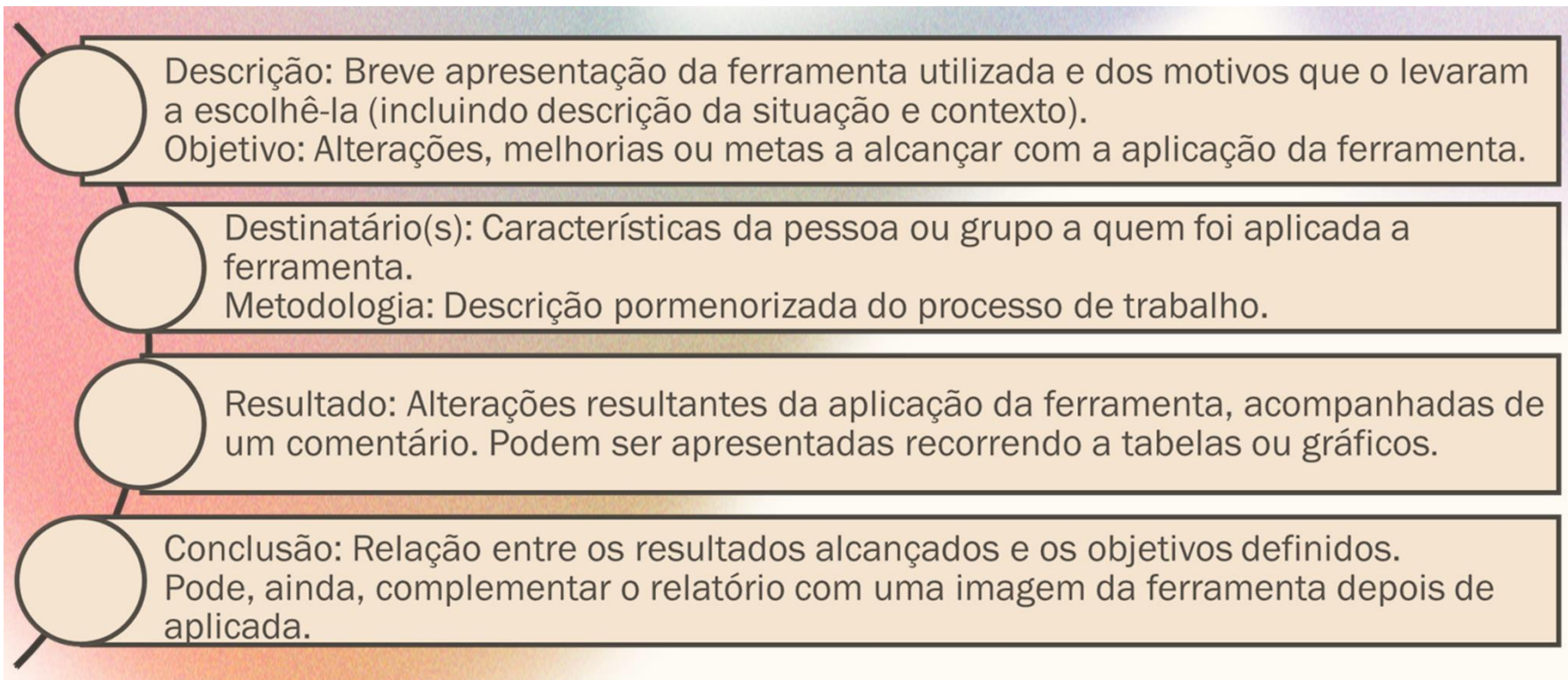
Educational wheel: procedure

Timeline

- Tool that allows you to associate successes with strengths in three Phases distinct temporalities: Present and future
- The realization that any success achieved results from using personal qualities, improves self-esteem and increases
- self-confidence and motivation

Mandala

- Tool that uses graphic or visual representation of the future
- It materializes in a collage or drawing composed of two quadrants: An upper one, which reflects the current situation, and a lower one, representing an ideal situation (to be achieved in the future)
- It is complemented by the definition of a personal motto
- The mandala can be used in school or professional guidance, but also to help decision-making, stimulate self-knowledge

Ferramentas de coaching: Relatório da atividade

Descrição: Breve apresentação da ferramenta utilizada e dos motivos que o levaram a escolhê-la (incluindo descrição da situação e contexto).
Objetivo: Alterações, melhorias ou metas a alcançar com a aplicação da ferramenta.

Destinatário(s): Características da pessoa ou grupo a quem foi aplicada a ferramenta.
Metodologia: Descrição pormenorizada do processo de trabalho.

Resultado: Alterações resultantes da aplicação da ferramenta, acompanhadas de um comentário. Podem ser apresentadas recorrendo a tabelas ou gráficos.

Conclusão: Relação entre os resultados alcançados e os objetivos definidos. Pode, ainda, complementar o relatório com uma imagem da ferramenta depois de aplicada.

Action plan

Reflection Board:

Problem	
Consequences	
Causes	
Alternative behaviors	

Alternative behaviors

Macro Objectives	
Micro Objectives	

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