COURSE BROCHURE | ERASMUS+ TRAINING

Coaching – A Powerful Tool

Develop educational coaching skills through active listening, purposeful questioning, the GROW framework and reflective action planning.

LOCATION	LANGUAGE	FORMAT	DURATION	COURSE FEE	OID
Madeira	English	On-site	6 days	€480	E10201112

€480 per participant for 6 days in Madeira, Portugal. Check current editions, fee and inclusions before booking.

Course description

Coaching can help educators support reflection, motivation and purposeful action when it is used within clear professional boundaries. In education, a coaching approach can strengthen learner agency, professional dialogue, peer support and leadership without replacing teaching, mentoring, counselling, therapy or safeguarding procedures.

This course introduces practical educational coaching skills, including the GROW framework, active listening, empathetic and purposeful questioning, goal setting, strengths-based reflection and action planning. Participants will practise coaching conversations through triads and realistic scenarios involving learner motivation, professional development and team relationships.

Particular attention will be given to consent, confidentiality, role boundaries, referral awareness and the responsible use of coaching when wellbeing, conflict or disengagement concerns arise. Participants will design a coaching conversation and an implementation plan suited to their own educational context.

Who the course is for

For educators

Teachers, trainers, VET professionals, mentors, school leaders, coordinators and other education professionals who want to use coaching-informed conversations to support learner motivation, professional reflection, peer development or team relationships. The course is particularly relevant for participants seeking structured, non-clinical approaches to goal setting, listening, questioning and action planning within clear professional boundaries.

At a glance

Course level: Basic to Intermediate Professional Literacy

Prerequisites: No previous coaching experience is required. The course addresses educational coaching, not counselling or therapy.

Working language: English. Please **contact the team** if you are unsure about the course level or working language.

CURRICULUM FOCUS

Educational Coaching & GROW / Listening, Questioning & Motivation / Coaching-Based Leadership & Transfer

View the course, current editions and fees

02 / INTENDED LEARNING OBJECTIVES

Learning outcomes

The following learning outcomes describe the course's intended direction and objectives. The trainer adapts activities, examples and participant work to the group's goals, experience and learning needs.

01 **Coaching Foundations & Professional Boundaries** - Explain the purpose and limits of educational coaching and distinguish coaching from teaching, mentoring, counselling, therapy and safeguarding intervention.

02 **Active Listening & Empathetic Communication** - Use attentive listening, summarising, reflection and empathetic communication to build trust and support a focused coaching conversation.

03 **Purposeful Questioning & Reflective Dialogue** - Formulate open, precise and non-leading questions that encourage reflection, ownership, options and realistic action.

04 **GROW Coaching Conversations** - Facilitate a structured conversation using Goal, Reality, Options and Will while adapting the process to the learner or professional context.

05 **Motivation, Strengths & Learner Agency** - Use strengths-based reflection and growth-oriented approaches to support motivation, engagement and learner ownership without making therapeutic claims.

06 **Coaching-Based Leadership & Peer Support** - Apply coaching-informed communication to professional development, team relationships, peer support and collaborative school leadership.

07 **Coaching Session Design & Implementation** - Plan a coaching conversation or small-scale coaching practice with clear purpose, consent, boundaries, follow-up and indicators for reflective review.

08 **European Peer Exchange & Institutional Transfer** - Compare educational coaching practices with European peers, exchange professional approaches and identify strategies that can be adapted to participants' own institutions.

Transfer to practice and intended impact

The programme supports participants in connecting the course learning with their own professional context. Participants consider how relevant approaches, activities or tools could be adapted to their learners, priorities and institutional settings.

1. **Identify a relevant professional need:**
   Consider which learner need, classroom challenge or institutional priority the course learning could help address.
2. **Adapt the approach to your setting:**
   Select the activities, tools or approaches that can realistically be incorporated into your own professional context.
3. **Decide what progress would look like:**
   Consider how changes in practice, learner engagement, learning outcomes or another relevant result could be recognised.

03 / COURSE PROGRAMME | DAYS 1-3

Learning Activities & Training Schedule

SUNDAY / DAY 1

Flexible self-preparation followed by an in person European exchange session, **at 18h30.**

MONDAY - FRIDAY / DAYS 2-6

08:30 - 13h30

5h of training per day · 30h total

This is a typical timetable, subject to the provider's discretion.

DAY 1

Cross-Cultural Exchange, European Educational Context & Course Orientation

- Pre-Session work: Self Preparation to reflect and share your institution's context, cultural background & completion of the Cultural Quiz.
- Welcome, networking and cultural exchange between participants and Erasmus+ team.
- Icebreaking activities and sharing of European core values.
- Open space for participants to share ideas and discuss current challenges in the Education sector; collaborative opportunity to exchange future goals.
- Course briefing and planning.

DAY 2

Educational Coaching Foundations & Professional Boundaries

- Explore the purpose, principles and potential value of coaching in education.
- Distinguish coaching from teaching, mentoring, counselling, therapy and safeguarding intervention.
- Examine consent, confidentiality, role boundaries and referral awareness.
- Practise a coaching mindset through short listening and communication exercises.
- Select a realistic educational context for the week's coaching practice (course project).

DAY 3

Relational Awareness, Empathy & Motivation

- Reflect on self-awareness, communication preferences and relationship dynamics.
- Practise empathy, rapport, active listening and non-judgemental attention.
- Explore strengths, motivation and factors that influence learner engagement.
- Avoid generational assumptions by examining individual context, needs and agency.
- Apply the skills in short learner or colleague scenarios.

04 / COURSE PROGRAMME | DAYS 4-6

Learning Activities & Training Schedule

DAY 4

The GROW Model & Purposeful Questioning

- Explore the Goal, Reality, Options and Will stages of the GROW framework.
- Develop open, precise and reflective questions that support ownership.
- Use summarising, silence and challenge appropriately within a coaching conversation.
- Practise coach, coachee and observer roles through structured triads.
- Use peer feedback to refine listening, questioning and session focus.

DAY 5

Coaching for Educational Challenges & Leadership

- Apply coaching approaches to motivation, disengagement, professional reflection or team relationships.
- Recognise when wellbeing, conflict or safeguarding concerns require referral or another form of support.
- Use strengths-based reframing and action planning without minimising real barriers.
- Explore coaching-informed leadership, peer support and trust-building.
- Design a structured coaching conversation for the selected educational situation.

DAY 6

Coaching Practice, Implementation & Transfer

- Facilitate a complete coaching conversation using the selected framework and context.
- Receive structured feedback on listening, questions, boundaries and action planning.
- Refine the coaching-session design, follow-up approach and prepare a realistic coaching implementation plan.
- Reflect on transfer, complete course evaluation and Certification.

ADAPTABLE TRAINING

This programme is a planned framework. Specific activities, sequence, exercises and timings may be adapted by the trainer or provider to each group/edition.

COURSE RECORDS

Daily summary and attendance sheets record the schedule and a short account of each day's work, validated by the trainer and signed by the participants.

Edition-specific evidence: Learning Together maintains signed daily training and attendance records. This brochure describes the course framework; additional verification can be based on the records of the particular edition.

05 / LEARNING APPROACH & METHODOLOGY

Learning Together Methodology

Learning Together courses combine guided input supported by presentations and multimedia resources with practical experimentation, creative workshops, case-based learning and hands-on tools. Participants connect the learning to their own professional situations and progressively develop an applied outcome, which may take the form of a presentation, project, session plan, action idea, reflection or another relevant output.

Peer / trainer feedback supports refinement throughout the process, while European exchange encourages participants to compare practices, perspectives and approaches across different educational contexts.

Methods applied in this programme

Simulated Coaching & Communication Practice

Participants explore coaching principles through realistic conversations, practising empathy, rapport, listening, summarising and purposeful questions.

GROW Triads & Reflective Feedback

Structured coach, coachee and observer rotations support repeated GROW practice and provide evidence-based feedback on process, boundaries and communication.

Case-Based Coaching Design & Implementation Planning

Educational cases help participants decide when coaching is appropriate, design responsible conversations and prepare small-scale implementation plans with referral awareness.

Collaborative learning, peer exchange and reflection

Participants work with European colleagues, compare professional contexts, exchange approaches and reflect on how the learning can be transferred to their own institutions.

> **Illustrative example: Designing a GROW Coaching Conversation for Learner Motivation**
>
> Imagine an educator supporting a learner who is experiencing low motivation or difficulty engaging with school activities. Using the GROW framework, the educator helps the learner clarify a meaningful goal, explore the current reality, identify possible options and commit to a manageable next step. The educator listens without diagnosing, maintains appropriate boundaries and recognises when additional support may be needed. This illustrates one possible educational coaching application rather than counselling or therapy.

An adaptable learning experience

Learning Together courses are delivered by trainers with relevant professional & pedagogical experience, **who are fluent English speakers**. The trainer may vary by edition, adapting the activities to the group's professional context and learning goals.

Meet our trainers and explore our approach

06 / PRACTICAL INFORMATION & SUPPORT

Everything you need for your training

Your course materials and participant work

Participants receive access to course materials, including slides, presentations, worksheets and exercises made available for the sessions, through a dedicated online folder.

Depending on the activities, groups may also develop action plans or presentations. The output varies with the programme, trainer and group.

Materials to bring: None

Course package

Includes training sessions, digital materials, practical resources, administration and course-week support, welcome kit, coffee breaks and course documentation. Cultural activities and an orientation session **depend on the edition selected** (flights, accommodation & other personal arrangements are not covered).

Check fees and inclusions for your selected course.

Documents & certification

We issue Certificate of Attendance, invoice and support agreed Erasmus+ mobility documents, including Europass Mobility records. Certificate issuance follows the attendance conditions.

Send any additional school forms to our team in advance. Explore document guidance.

Provider & quality

Learning Together operates through registered organisations in every country where services are provided, each with its own Erasmus+ Organisation ID (OID). Our programmes combine clearly defined learning outcomes, participatory methodologies and practical activities, with participant evaluation & feedback at the end of the training.

Provider OIDs: Portugal E10201112 · **Spain** E10417947 · **Poland** E10419682

FROM INTEREST TO A CONFIRMED BOOKING

01
Pre-enrol

Share your course & preferred dates. Pre-enrolment is non-binding; wait for written confirmation before making non-refundable travel bookings.

02
Confirm your place

Our team will confirm availability by email. Complete final enrolment and billing details to secure your place.

03
Plan your travel

Once your booking is confirmed, you can plan your travel. Before travelling, check materials required, timetable and activities in your selected edition.

YOUR NEXT STEP

Ready to plan your course?

Check the current dates, duration, fee and edition status on the course page, then start your pre-enrolment or contact us!

View course & editions ↗ | Pre-enrol ↗

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