COURSE BROCHURE | ERASMUS+ TRAINING

NLP Coaching for Educators

Strengthen educational coaching through active listening, purposeful questioning, goal setting and reframing to support learner autonomy and professional growth.

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 offers educators practical ways to strengthen communication, encourage reflection and support personal and professional development. Through active listening, purposeful questioning and collaborative goal setting, teachers and trainers can help learners and colleagues recognise their strengths, consider different perspectives and take greater responsibility for their progress.

This practical course introduces educational coaching approaches alongside selected communication and reflection techniques associated with Neuro-Linguistic Programming (NLP). Participants will practise attentive listening, observation, effective questioning, rapport-building, perspective-taking, reframing and constructive feedback. They will also consider the strengths and limitations of different approaches, distinguishing educational coaching from counselling, therapy and unsupported claims about learning or behaviour.

Through interactive workshops, realistic educational scenarios and guided peer coaching, participants will design and practise structured coaching conversations. They will develop a practical coaching action plan adapted to their own educational setting, emphasising learner autonomy, achievable goals, professional boundaries and respectful communication.

Who the course is for

For educators

Teachers, trainers, school leaders, mentors and other education professionals seeking to strengthen coaching and communication skills. Particularly relevant for those supporting learner development, staff mentoring, reflective conversations, goal setting and constructive feedback, including educators interested in critically examining selected NLP-informed communication techniques.

At a glance

Course level: Basic to Intermediate Professional Literacy

Prerequisites: No formal prerequisites.

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

CURRICULUM FOCUS

Educational Coaching & Boundaries / Listening, Questioning & Reframing / Goal Setting & Learner Agency

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 Role & Professional Boundaries** - Distinguish coaching from teaching, mentoring, counselling and therapy, and establish clear purpose, consent, confidentiality limits and professional boundaries.

02 **Active Listening & Observation** - Apply attentive listening, paraphrasing, summarising and careful observation without making assumptions about personality, emotions or learning styles.

03 **Effective Questioning & Clarification** - Use open, focused and reflective questions to clarify goals, assumptions, options and next steps while checking understanding.

04 **Goal Setting & Learner Agency** - Establish realistic goals and achievable actions that encourage learner responsibility, choice and ownership of progress.

05 **Reframing & Perspective-Taking** - Practise reframing and perspective-taking to consider alternative interpretations, address assumptions and identify new possibilities.

06 **Feedback, Motivation & Supportive Challenge** - Provide constructive feedback, recognise barriers and motivations, and encourage reflection without pressure or manipulation.

07 **Structured Coaching Conversations & Action Planning** - Plan, conduct and evaluate structured coaching conversations, and develop practical strategies for application in educational settings.

08 **European Peer Exchange & Institutional Transfer** - Compare coaching approaches, communication practices and professional boundaries with European peers, identifying suitable adaptations for participants' own educational contexts.

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, NLP in Context & Professional Boundaries

- Distinguish coaching, teaching, mentoring, counselling and therapy in educational settings.
- Examine selected NLP concepts critically, distinguishing communication exercises from unsupported scientific claims.
- Establish clear coaching objectives, consent, confidentiality limits and professional boundaries.
- Identify suitable educational situations for coaching-style conversations.
- Set personal learning priorities for the week.

DAY 3

Active Listening, Observation & Effective Questioning

- Practise attentive listening, paraphrasing, summarising and clarification.
- Observe verbal and non-verbal communication without assigning fixed personality or sensory labels.
- Compare open, probing, reflective and solution-focused questions to improve understanding.
- Apply questioning and listening technique through short peer practice.

04 / COURSE PROGRAMME | DAYS 4-6

Learning Activities & Training Schedule

DAY 4

Goal Setting, Motivation & Reflective Reframing

- Examine learner motivation, autonomy and realistic goal setting in educational contexts.
- Apply SMART goal-setting principles to clarify objectives, resources and achievable steps.
- Practise reframing and perspective-taking to consider alternative interpretations and possibilities.
- Design a short coaching conversation around a realistic professional or learning goal.

DAY 5

Difficult Conversations, Feedback & Ethical Coaching Practice

- Use calm listening and purposeful questioning when conversations involve frustration, resistance or uncertainty.
- Practise constructive feedback focused on specific, observable behaviour and achievable improvements.
- Maintain professional boundaries when situations require safeguarding, referral or specialist support.
- Review the risks of manipulation, overclaiming and unverified psychological interpretations.
- Refine coaching language through scenario practice and peer feedback.

DAY 6

Peer Coaching Lab, Reflection & Institutional Transfer

- Conduct a structured coaching conversation in rotating coach, coachee and observer roles.
- Apply agreed observation criteria to provide specific and constructive peer feedback.
- Refine questioning, goal setting and feedback techniques through guided practice and develop a realistic Coaching Communication Action Plan.
- Complete reflection, 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

Coaching Micro-Skills Practice

Participants practise educational coaching through listening exercises, structured questioning, perspective-taking and reflective reframing. Guided scenarios and coaching simulations help them develop goal-focused conversations, apply constructive feedback and prepare practical coaching plans while respecting learner autonomy, consent and professional boundaries.

Goal-Setting, Perspective & Reframing Workshops

Guided exercises help participants clarify goals, consider alternative perspectives and identify realistic actions, while avoiding unsupported psychological interpretations.

Coaching Simulations & Reflective Feedback

Participants conduct structured coaching conversations, observe communication techniques using agreed criteria and refine their practice through specific, constructive feedback.

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: Planning a Goal-Focused Coaching Conversation with an Educator**
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> Imagine an educator who wants to improve one aspect of classroom practice but is unsure how to move forward. Participants clarify the purpose of the conversation, listen to the educator's perspective, use focused questions to explore options and co-create a realistic goal. The conversation is then reviewed through peer feedback so that the educator retains ownership of the next steps and the coach remains within an appropriate professional role.



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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