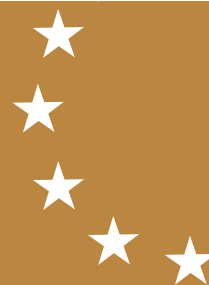


# Building & maintaining a positive classroom environment through communication skills



## GENERAL INFORMATION

**Trainer:** Ms Gabriella Kovács



**Number of participants:** 8–18 people  
**Language:** English

### Highlights:

In this course participants will exponentially develop their communication and rapport with learners through theory, practical activities and energetic, results-driven discussion, with the help of coaching principles. Each day a wide assortment of input will ensure a well-rounded understanding and application of ideas learned takes place, including videos, articles, demonstrations, peer-work, small group discussions and outcome-oriented, mini projects to capture key learning points.

## COURSE CONTENT

### Description:

The course will address career milestones and work on teacher identities. Skills, tools and activities will be shared to develop a positive mindset in face of challenges e.g. demotivation, stress, lack of confidence, low engagement, handling 'I don't know' moments (for both learners and teachers). This way, automatic teacher reactions will turn into carefully managed responses by the end of the week to build a safe, secure and transformational learning environment without additional preparation. Skills development will follow interactive theory, demonstrations, peer work, discussions, and feedback cycle led by an experienced teacher, communications trainer, facilitator, coach and teacher trainer.

**Required language level of the participants:**  
English, B2– C1

**Duration:** 35 lessons, 7 days

### Aims and objectives:

- To understand how a coaching framework, skills and tools may be applied in a classroom setting.
- To grow confident in using new approaches when working with demotivated, stressed, frustrated learners often labelled 'unsuccessful learners'
- To provide supportive practices for learners with a fresh set of dynamics in the classroom that decrease anxiety, boredom and cognitive overload for learners.
- To discuss ways to deal with learner excuses.
- To increase learner motivation, engagement.
- To empower teachers and learners in their respective roles and to work with presence.
- To decrease teachers workloads by learning to address core learner issues often avoided in class

### Learning outcomes:

- Participants will be able to listen to understand and focus attention on what is behind actual learner responses in class and promote transparent communication around learning issues.
- By the end of the course, participants should be able to respond to learning with closer attention to active involvement of and collaboration with learners.
- They will be able to identify when and how to approach classroom scenarios with a coaching approach and create a coaching approach lesson plan.
- Be able to build stronger learner personas for their learners.
- Participants will more easily identify areas when a coaching approach can best support learners with their responsibilities and help reach their full potential.
- Teachers will have more refined ways to tackle emotionally challenging exchanges with learners through de-escalation and objective frameworks that impact beyond the moment.
- Participants will have the skills in place to synthesise coaching and teaching in their professional workflows.

### Target group:

- Teachers who find traditional teaching activities miss the mark when it comes to learner support;
- Teachers who wish to create an inclusive, collaborative and co-creative learning; environment and are open to trying out new approaches in their practice;
- Teachers who wish to look at who their learners can be, not what they have been
- Teachers who are keen to view their learners holistically, not merely based on performance.

# Schedule\*



<b>MONDAY</b>	<ul style="list-style-type: none"> <li>• Get to know each other with trainers and the other participants and location of the course, warm up</li> <li>• Discussions on changing learning environments, shifts in learner and teacher approaches, redefining roles</li> <li>• Exploring learning-related factors: how to apply Bloom's taxonomy, motivational theories to improve stress-related issues, critical thinking, biases in the class,</li> <li>• Identifying differences between teaching, training, facilitation, therapy, coaching</li> <li>• Detailed differences and similarities between coaching and teaching disciplines</li> <li>• Demonstration of a coaching session; reflections.</li> </ul>
<b>TUESDAY</b>	<ul style="list-style-type: none"> <li>• Foundations of coaching</li> <li>• Social and Emotional learning (SEL); Positive Psychology basics and ways to apply in the classroom</li> <li>• Core coaching skills: asking questions and active listening practice (with videos)</li> <li>• Verbal and non-verbal communication in assessment, feedback and teacher instructional language</li> <li>• De-escalation, remaining objective by using paraphrase and summary techniques.</li> </ul>
<b>WEDNESDAY</b>	<ul style="list-style-type: none"> <li>• Coaching subskills and framework; agreements</li> <li>• Coaching communication in action</li> <li>• Best practice guides for language learners and typical situations</li> <li>• Working with excuses: This is boring * I don't need this * I don't have time * I don't know or care.</li> <li>• Reflection cycles and awareness-raising cycles</li> </ul>
<b>THURSDAY</b>	<ul style="list-style-type: none"> <li>• Coaching models and tools in action</li> <li>• Metaphors, analogies, stories and visuals</li> <li>• Peer coaching activities</li> <li>• Deepening coaching skills</li> <li>• Lesson planning with a coaching approach: what to change?</li> </ul>
<b>FRIDAY</b>	<ul style="list-style-type: none"> <li>• Further practice with a strengths-based approach</li> <li>• Pitfalls: what to avoid when blending coaching in a lesson</li> <li>• How to communicate about coaching to the class</li> <li>• Ethical considerations</li> </ul>
<b>SATURDAY</b>	<ul style="list-style-type: none"> <li>• Compulsory relationship building program, evaluation, handing over diplomas,</li> <li>• Closing of the course</li> </ul>

## \* Notes:

- the schedule describes likely activities but may be modified in accordance with the requests and needs of the participants;
- presentations of the participants' schools may be divided up and take place after the breaks on each day of the course.

## Readings, materials, learning resources and useful links:



- <https://www.focus-education.co.uk/blog/impact-of-coaching-in-education/>
- Learner-centred coaching: <https://elearning.org/resources/coaching-for-change-student-centered-coaching>
- Coaching for teaching and learning: a practical guide for schools: <https://www.gov.uk/government/publications/coaching-for-teaching-and-learning-a-practical-guide-for-schools>
- Positive psychology coaching the classroom: <https://positivepsychology.com/educational-coaching/>
- <https://www.amazon.co.uk/Educators-Apprentice-Martin-Richards-CPCC/dp/B0BF9L5BGP>
- [https://www.amazon.com/New-Paradigm-Education-Generations-Change-makers/dp/1925919358/ref=tmm\\_pap\\_swatc\\_0?\\_encoding=UTF8&qid=&sr=](https://www.amazon.com/New-Paradigm-Education-Generations-Change-makers/dp/1925919358/ref=tmm_pap_swatc_0?_encoding=UTF8&qid=&sr=)

## ADDITIONAL INFORMATION

### Certificates awarded:

Certificate of Attendance, Europass certificate and/or Learning agreement complement

**Price:** EUR including course, Erasmus+ documentation and a cultural activity

**Location:**

**Date:**



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