
Professional Certificate in Instructional Coaching (Thailand)

Mentorship And Coaching Relationships

Academic Coaching refers to a type of coaching that focuses on helping students achieve their academic goals, improving their study skills, and developing better learning habits. In the context of the Professional Certificate in Instructional Coaching (Thailand), academic coaching is an essential aspect of instructional coaching, where coaches work with teachers to enhance student learning outcomes. Related terms include instructional coaching, student coaching, and mentoring.

Action Plan is a detailed strategy that outlines the steps to be taken to achieve a specific goal or objective. In the context of mentorship and coaching relationships, an action plan is often created by the coach and the coachee to identify areas for improvement, set measurable goals, and establish a timeline for achieving those goals. Related terms include goal setting, objective setting, and performance planning.

Adult Learning Theory refers to a set of principles that explain how adults learn and develop new skills. In the context of instructional coaching, adult learning theory is essential for coaches to understand how to support teacher learning and development. Related terms include andragogy, experiential learning, and transformational learning.

Andragogy is the process of teaching adults, focusing on their unique learning needs and styles. In the context of instructional coaching, andragogy is essential for coaches to understand how to support teacher learning and development. Related terms include adult learning theory, experiential learning, and transformational learning.

Appreciative Inquiry is a methodology that focuses on identifying and building on the strengths and positive aspects of individuals, teams, or organizations. In the context of mentorship and coaching relationships, appreciative inquiry is used to foster a positive and supportive coaching environment. Related terms include positive psychology, strengths-based approach, and solution-focused coaching.

Assessment is the process of evaluating student learning, teacher practice, or organizational effectiveness. In the context of instructional coaching, assessment is used to identify areas for improvement, inform coaching decisions, and evaluate the impact of coaching on student learning outcomes. Related terms include evaluation, feedback, and progress monitoring.

Authentic Leadership refers to a leadership style that emphasizes authenticity, transparency, and integrity. In the context of mentorship and coaching relationships, authentic leadership is essential for building trust, fostering open communication, and creating a positive coaching environment. Related terms include transformational leadership, servant leadership, and emotional intelligence.

Capacity Building refers to the process of developing the skills, knowledge, and abilities of individuals or

organizations to improve their performance and achieve their goals. In the context of instructional coaching, capacity building is essential for coaches to support teacher learning and development, and to enhance student learning outcomes. Related terms include professional development, teacher training, and organizational development.

Coach-Coachee Relationship refers to the partnership between the coach and the coachee, built on trust, respect, and open communication. In the context of mentorship and coaching relationships, the coach-coachee relationship is essential for effective coaching, as it enables the coachee to feel comfortable sharing their concerns, and the coach to provide tailored support. Related terms include mentoring relationship, coaching alliance, and therapeutic relationship.

Coaching Agenda refers to the plan or schedule of topics to be discussed during a coaching session. In the context of mentorship and coaching relationships, the coaching agenda is often co-created by the coach and the coachee to ensure that the coaching session is focused, productive, and relevant to the coachee's needs. Related terms include coaching plan, coaching contract, and session agenda.

Coaching Cycle refers to the process of planning, implementing, and evaluating coaching interventions. In the context of instructional coaching, the coaching cycle is essential for coaches to deliver effective coaching, as it enables them to identify areas for improvement, develop targeted coaching plans, and assess the impact of coaching on student learning outcomes. Related terms include coaching model, coaching framework, and coaching process.

Coaching Model refers to a framework or structure that guides the coaching process, outlining the key components, principles, and steps involved in coaching. In the context of mentorship and coaching relationships, coaching models provide a roadmap for coaches to follow, ensuring that coaching is systematic, effective, and consistent. Related terms include coaching cycle, coaching framework, and coaching approach.

Cognitive Coaching is a type of coaching that focuses on enhancing teachers' cognitive abilities, such as reflection, self-directed learning, and problem-solving. In the context of instructional coaching, cognitive coaching is essential for supporting teacher learning and development, as it enables teachers to think critically, make informed decisions, and adapt to changing educational contexts. Related terms include instructional coaching, teacher coaching, and professional development.

Collaborative Coaching is a type of coaching that involves working with multiple stakeholders, such as teachers, administrators, and parents, to achieve common goals. In the context of mentorship and coaching relationships, collaborative coaching is essential for building a supportive coaching environment, fostering open communication, and leveraging collective expertise. Related terms include team coaching, group coaching, and community coaching.

Communication Skills are the abilities to effectively convey and receive information, ideas, and feelings. In the context of mentorship and coaching relationships, communication skills are essential for building trust,

fostering open communication, and creating a positive coaching environment. Related terms include interpersonal skills, emotional intelligence, and conflict resolution.

Conflict Resolution refers to the process of managing and resolving conflicts in a constructive and respectful manner. In the context of mentorship and coaching relationships, conflict resolution is essential for maintaining a positive coaching environment, building trust, and preserving relationships. Related terms include mediation, negotiation, and problem-solving.

Content Knowledge refers to the subject matter expertise and understanding of teachers, coaches, or other educators. In the context of instructional coaching, content knowledge is essential for coaches to provide targeted support, as it enables them to understand the curriculum, instructional strategies, and assessment methods. Related terms include pedagogical content knowledge, subject matter expertise, and curriculum knowledge.

Contextual Factors refer to the environmental and organizational factors that influence the coaching process, such as school culture, teacher morale, and resource availability. In the context of mentorship and coaching relationships, contextual factors are essential for coaches to consider, as they can impact the effectiveness of coaching and the outcomes of coaching interventions. Related terms include organizational culture, school climate, and environmental factors.

Cultural Competence refers to the ability to understand, appreciate, and respect diverse cultures, backgrounds, and perspectives. In the context of mentorship and coaching relationships, cultural competence is essential for building trust, fostering open communication, and creating a positive coaching environment. Related terms include diversity awareness, cultural sensitivity, and inclusive practice.

Data-Driven Coaching refers to the use of data and evidence to inform coaching decisions, identify areas for improvement, and evaluate the impact of coaching on student learning outcomes. In the context of instructional coaching, data-driven coaching is essential for coaches to deliver effective coaching, as it enables them to make informed decisions, track progress, and adjust their coaching strategies. Related terms include evidence-based coaching, data-informed coaching, and assessment-driven coaching.

Developmental Coaching is a type of coaching that focuses on supporting the long-term growth and development of individuals, rather than just addressing immediate needs or problems. In the context of mentorship and coaching relationships, developmental coaching is essential for building a supportive coaching environment, fostering open communication, and empowering coachees to take ownership of their learning and development. Related terms include transformational coaching, growth coaching, and holistic coaching.

Differentiated Coaching refers to the process of tailoring coaching to meet the unique needs, styles, and preferences of individual coachees. In the context of mentorship and coaching relationships, differentiated coaching is essential for building a supportive coaching environment, fostering open communication, and maximizing the impact of coaching on coachee learning and development. Related terms include

personalized coaching, customized coaching, and adaptive coaching.

Dispositions refer to the attitudes, values, and beliefs that underlie an individual's behavior, decision-making, and actions. In the context of mentorship and coaching relationships, dispositions are essential for coaches to consider, as they can impact the effectiveness of coaching and the outcomes of coaching interventions. Related terms include mindset, attitude, and values.

Emotional Intelligence refers to the ability to recognize, understand, and manage one's own emotions, as well as the emotions of others. In the context of mentorship and coaching relationships, emotional intelligence is essential for building trust, fostering open communication, and creating a positive coaching environment. Related terms include social intelligence, interpersonal skills, and conflict resolution.

Empathy refers to the ability to understand and share the feelings of another person, and to see things from their perspective. In the context of mentorship and coaching relationships, empathy is essential for building trust, fostering open communication, and creating a positive coaching environment. Related terms include active listening, emotional intelligence, and interpersonal skills.

Empowerment refers to the process of enabling individuals to take control of their own learning, development, and decision-making. In the context of mentorship and coaching relationships, empowerment is essential for building a supportive coaching environment, fostering open communication, and maximizing the impact of coaching on coachee learning and development. Related terms include autonomy, self-directed learning, and self-efficacy.

Equity Coaching refers to the process of addressing issues of equity, diversity, and inclusion in coaching, with a focus on promoting social justice and educational equity. In the context of instructional coaching, equity coaching is essential for coaches to consider, as it enables them to support teachers in creating inclusive and equitable learning environments. Related terms include diversity coaching, inclusion coaching, and social justice coaching.

Evidence-Based Coaching refers to the use of research-based practices, data, and evidence to inform coaching decisions, identify areas for improvement, and evaluate the impact of coaching on student learning outcomes. In the context of instructional coaching, evidence-based coaching is essential for coaches to deliver effective coaching, as it enables them to make informed decisions, track progress, and adjust their coaching strategies. Related terms include data-driven coaching, research-based coaching, and best practices.

Expectations refer to the beliefs and assumptions that individuals hold about what is possible, desirable, or expected in a coaching relationship. In the context of mentorship and coaching relationships, expectations are essential for coaches to consider, as they can impact the effectiveness of coaching and the outcomes of coaching interventions. Related terms include goals, objectives, and outcomes.

Facilitation refers to the process of creating a supportive and inclusive environment that enables individuals

to learn, grow, and develop. In the context of mentorship and coaching relationships, facilitation is essential for building a supportive coaching environment, fostering open communication, and maximizing the impact of coaching on coachee learning and development. Related terms include scaffolding, support, and guidance.

Feedback refers to the information or input provided to individuals about their performance, progress, or areas for improvement. In the context of mentorship and coaching relationships, feedback is essential for building trust, fostering open communication, and creating a positive coaching environment. Related terms include constructive feedback, formative feedback, and summative feedback.

Formative Assessment refers to the process of evaluating student learning, teacher practice, or organizational effectiveness during the learning process, with a focus on informing instruction and improving outcomes. In the context of instructional coaching, formative assessment is essential for coaches to identify areas for improvement, inform coaching decisions, and evaluate the impact of coaching on student learning outcomes. Related terms include summative assessment, diagnostic assessment, and progress monitoring.

Goal Setting refers to the process of establishing clear, specific, and measurable objectives for coaching, learning, or development. In the context of mentorship and coaching relationships, goal setting is essential for building a supportive coaching environment, fostering open communication, and maximizing the impact of coaching on coachee learning and development. Related terms include objective setting, target setting, and outcome setting.

Growth Mindset refers to the belief that abilities, intelligence, and talents can be developed through effort, learning, and perseverance. In the context of mentorship and coaching relationships, growth mindset is essential for building a supportive coaching environment, fostering open communication, and empowering coachees to take ownership of their learning and development. Related terms include fixed mindset, mindset, and self-efficacy.

Holistic Coaching refers to the process of considering the whole person, including their physical, emotional, social, and spiritual well-being, in the coaching relationship. In the context of mentorship and coaching relationships, holistic coaching is essential for building a supportive coaching environment, fostering open communication, and maximizing the impact of coaching on coachee learning and development. Related terms include integrated coaching, comprehensive coaching, and wellness coaching.

Inquiry-Based Coaching refers to the process of using inquiry, questioning, and exploration to facilitate coachee learning, growth, and development. In the context of mentorship and coaching relationships, inquiry-based coaching is essential for building a supportive coaching environment, fostering open communication, and empowering coachees to take ownership of their learning and development. Related terms include question-based coaching, reflective coaching, and facilitative coaching.

Instructional Coaching refers to the process of supporting teachers in improving their instructional

practices, enhancing student learning outcomes, and developing their professional skills and knowledge. In the context of the Professional Certificate in Instructional Coaching (Thailand), instructional coaching is the primary focus of the program, aiming to equip coaches with the skills, knowledge, and strategies necessary to deliver effective coaching. Related terms include teacher coaching, academic coaching, and educational coaching.

Interpersonal Skills refer to the abilities to effectively interact, communicate, and build relationships with others. In the context of mentorship and coaching relationships, interpersonal skills are essential for building trust, fostering open communication, and creating a positive coaching environment. Related terms include social skills, emotional intelligence, and conflict resolution.

Job Embedding refers to the process of integrating coaching into the daily work and responsibilities of teachers, administrators, or other educators. In the context of instructional coaching, job embedding is essential for coaches to consider, as it enables them to provide targeted support, leverage existing resources, and maximize the impact of coaching on student learning outcomes. Related terms include coaching in context, situated coaching, and workplace coaching.

Leadership Coaching refers to the process of supporting leaders in developing their leadership skills, knowledge, and abilities, with a focus on improving organizational performance and achieving strategic goals. In the context of mentorship and coaching relationships, leadership coaching is essential for building a supportive coaching environment, fostering open communication, and empowering leaders to take ownership of their learning and development. Related terms include executive coaching, management coaching, and organizational coaching.

Mentorship refers to the relationship between a more experienced or knowledgeable individual (the mentor) and a less experienced or knowledgeable individual (the mentee), with a focus on guiding, supporting, and developing the mentee's skills, knowledge, and abilities. In the context of the Professional Certificate in Instructional Coaching (Thailand), mentorship is an essential aspect of the program, aiming to equip coaches with the skills, knowledge, and strategies necessary to deliver effective coaching and support teacher learning and development. Related terms include coaching, guidance, and support.

Mindfulness refers to the practice of being present, aware, and non-judgmental in the moment, with a focus on reducing stress, improving well-being, and enhancing self-awareness. In the context of mentorship and coaching relationships, mindfulness is essential for building a supportive coaching environment, fostering open communication, and empowering coachees to take ownership of their learning and development. Related terms include meditation, self-awareness, and self-regulation.

Needs Assessment refers to the process of identifying the needs, gaps, and priorities of individuals, teams, or organizations, with a focus on informing coaching decisions, developing targeted coaching plans, and evaluating the impact of coaching on student learning outcomes. In the context of instructional coaching, needs assessment is essential for coaches to deliver effective coaching, as it enables them to understand the

coachee's context, identify areas for improvement, and develop tailored coaching strategies. Related terms include needs analysis, gap analysis, and coaching needs assessment.

Non-Verbal Communication refers to the process of conveying meaning and information through non-linguistic cues, such as body language, facial expressions, and tone of voice. In the context of mentorship and coaching relationships, non-verbal communication is essential for building trust, fostering open communication, and creating a positive coaching environment. Related terms include verbal communication, interpersonal skills, and emotional intelligence.

Organizational Culture refers to the values, beliefs, and norms that shape the behavior, attitudes, and practices of individuals within an organization. In the context of mentorship and coaching relationships, organizational culture is essential for coaches to consider, as it can impact the effectiveness of coaching and the outcomes of coaching interventions. Related terms include school culture, workplace culture, and institutional culture.

Peer Coaching refers to the process of coaching between peers, with a focus on supporting, guiding, and developing each other's skills, knowledge, and abilities. In the context of mentorship and coaching relationships, peer coaching is essential for building a supportive coaching environment, fostering open communication, and empowering coachees to take ownership of their learning and development. Related terms include peer mentoring, peer support, and collaborative coaching.

Pedagogical Content Knowledge refers to the integration of subject matter expertise and pedagogical knowledge, enabling teachers to design and deliver effective instruction. In the context of instructional coaching, pedagogical content knowledge is essential for coaches to consider, as it enables them to provide targeted support, inform coaching decisions, and evaluate the impact of coaching on student learning outcomes. Related terms include content knowledge, pedagogy, and instructional strategies.

Personalized Coaching refers to the process of tailoring coaching to meet the unique needs, styles, and preferences of individual coachees. In the context of mentorship and coaching relationships, personalized coaching is essential for building a supportive coaching environment, fostering open communication, and maximizing the impact of coaching on coachee learning and development. Related terms include differentiated coaching, customized coaching, and adaptive coaching.

Professional Development refers to the process of enhancing the skills, knowledge, and abilities of educators, with a focus on improving instructional practices, enhancing student learning outcomes, and developing professional competencies. In the context of instructional coaching, professional development is essential for coaches to consider, as it enables them to support teacher learning and development, inform coaching decisions, and evaluate the impact of coaching on student learning outcomes. Related terms include teacher development, staff development, and capacity building.

Reflection refers to the process of thinking critically and systematically about one's own practices, decisions, and actions, with a focus on identifying areas for improvement, developing new insights, and informing

future practice. In the context of mentorship and coaching relationships, reflection is essential for building a supportive coaching environment, fostering open communication, and empowering coachees to take ownership of their learning and development. Related terms include self-reflection, reflective practice, and critical thinking.

Relationship Building refers to the process of establishing and maintaining positive, supportive, and productive relationships with others, with a focus on building trust, fostering open communication, and creating a positive coaching environment. In the context of mentorship and coaching relationships, relationship building is essential for coaches to consider, as it enables them to provide targeted support, inform coaching decisions, and evaluate the impact of coaching on student learning outcomes. Related terms include interpersonal skills, emotional intelligence, and conflict resolution.

Self-Awareness refers to the ability to have a clear and accurate understanding of one's own thoughts, feelings, and behaviors, with a focus on identifying areas for improvement, developing new insights, and informing future practice. In the context of mentorship and coaching relationships, self-awareness is essential for building a supportive coaching environment, fostering open communication, and empowering coachees to take ownership of their learning and development. Related terms include self-reflection, introspection, and personal growth.

Self-Directed Learning refers to the process of taking ownership of one's own learning, setting goals, and directing one's own learning activities, with a focus on developing autonomy, self-efficacy, and self-motivation. In the context of mentorship and coaching relationships, self-directed learning is essential for building a supportive coaching environment, fostering open communication, and empowering coachees to take ownership of their learning and development. Related terms include self-regulated learning, autonomous learning, and independent learning.

Self-Efficacy refers to the belief in one's own ability to succeed in a particular task, achieve a specific goal, or overcome a challenge, with a focus on developing confidence, motivation, and resilience. In the context of mentorship and coaching relationships, self-efficacy is essential for building a supportive coaching environment, fostering open communication, and empowering coachees to take ownership of their learning and development. Related terms include confidence, motivation, and self-esteem.

Solution-Focused Coaching refers to the approach of focusing on solutions, possibilities, and opportunities, rather than problems, deficits, or barriers, with a focus on empowering coachees to take ownership of their learning and development. In the context of mentorship and coaching relationships, solution-focused coaching is essential for building a supportive coaching environment, fostering open communication, and maximizing the impact of coaching on coachee learning and development. Related terms include positive coaching, strengths-based coaching, and appreciative coaching.

Student-Centered Coaching refers to the approach of focusing on the needs, interests, and learning styles of students, with a focus on enhancing student learning outcomes, improving instructional practices, and

developing teacher professional skills and knowledge. In the context of instructional coaching, student-centered coaching is essential for coaches to consider, as it enables them to support teacher learning and development, inform coaching decisions, and evaluate the impact of coaching on student learning outcomes. Related terms include learner-centered coaching, child-centered coaching, and pupil-centered coaching.

Summative Assessment refers to the process of evaluating student learning, teacher practice, or organizational effectiveness at the end of a learning cycle, with a focus on summarizing progress, evaluating outcomes, and informing future instruction. In the context of instructional coaching, summative assessment is essential for coaches to consider, as it enables them to evaluate the impact of coaching on student learning outcomes, identify areas for improvement, and develop targeted coaching plans. Related terms include formative assessment, diagnostic assessment, and progress monitoring.

Sustainability refers to the ability to maintain and sustain coaching efforts, initiatives, and programs over time, with a focus on ensuring long-term impact, building capacity, and developing self-sufficiency. In the context of mentorship and coaching relationships, sustainability is essential for coaches to consider, as it enables them to support teacher learning and development, inform coaching decisions, and evaluate the impact of coaching on student learning outcomes. Related terms include capacity building, institutionalization, and self-sufficiency.

Systemic Coaching refers to the approach of considering the larger system, context, and environment in which coaching takes place, with a focus on understanding the interdependencies, relationships, and interactions within the system. In the context of mentorship and coaching relationships, systemic coaching is essential for building a supportive coaching environment, fostering open communication, and maximizing the impact of coaching on coachee learning and development. Related terms include holistic coaching, integrated coaching, and comprehensive coaching.

Teacher Coaching refers to the process of supporting teachers in improving their instructional practices, enhancing student learning outcomes, and developing their professional skills and knowledge. In the context of instructional coaching, teacher coaching is essential for coaches to consider, as it enables them to support teacher learning and development, inform coaching decisions, and evaluate the impact of coaching on student learning outcomes. Related terms include instructional coaching, academic coaching, and educational coaching.

Transformational Coaching refers to the approach of focusing on transforming and changing the coachee's perspectives, beliefs, and practices, with a focus on empowering coachees to take ownership of their learning and development. In the context of mentorship and coaching relationships, transformational coaching is essential for building a supportive coaching environment, fostering open communication, and maximizing the impact of coaching on coachee learning and development. Related terms include developmental coaching, growth coaching, and holistic coaching.

Virtual Coaching refers to the process of delivering coaching services remotely, using digital technologies, platforms, and tools, with a focus on providing flexible, accessible, and convenient coaching support. In the context of mentorship and coaching relationships, virtual coaching is essential for building a supportive coaching environment, fostering open communication, and empowering coachees to take ownership of their learning and development. Related terms include online coaching, remote coaching, and distance coaching.

Wellness Coaching refers to the process of supporting individuals in enhancing their physical, emotional, social, and spiritual well-being, with a focus on promoting healthy habits, reducing stress, and improving overall quality of life. In the context of mentorship and coaching relationships, wellness coaching is essential for building a supportive coaching environment, fostering open communication, and empowering coachees to take ownership of their learning and development. Related terms include health coaching, lifestyle coaching, and holistic coaching.