
Professional Certificate in Instructional Coaching (Thailand)

Effective Communication Strategies

Active Listening – Concept: fully concentrating on the speaker’s message without premature judgment. Related terms: Reflective Listening, Empathy. Explanation: The coach mirrors back content and feeling, confirming understanding. Example: A teacher shares a classroom challenge; the coach replies, “It sounds like you’re feeling frustrated because the new curriculum isn’t resonating with students.” Practical application: Use a notebook to note key points, then restate them. Challenge: Tendency to plan response while the speaker is still talking, which reduces genuine comprehension.

Body Language – Concept: non-verbal cues that complement or contradict spoken words. Related terms: Gestures, Eye Contact. Explanation: Open posture, nodding, and appropriate facial expressions signal attentiveness. Example: Leaning slightly forward while a teacher explains a lesson plan conveys interest. Practical application: Coach conducts a brief “mirror” exercise where participants observe each other’s posture. Challenge: Cultural differences may alter the meaning of gestures, leading to misinterpretation.

Coaching Presence – Concept: the intentional, calm, and focused demeanor a coach brings to interactions. Related terms: Mindfulness, Authenticity. Explanation: Presence creates a safe space for teachers to explore ideas. Example: Before a feedback session, the coach takes three deep breaths, signaling readiness. Practical application: Incorporate a five-minute grounding ritual at the start of each coaching meeting. Challenge: High-stress environments can pull the coach’s attention away, diminishing presence.

Clarifying Questions – Concept: targeted queries that uncover deeper meaning. Related terms: Open-ended Questions, Probing. Explanation: These questions avoid assumptions and encourage elaboration. Example: “Can you describe the specific student behavior that signals the lesson isn’t engaging?” Practical application: Coach maintains a list of question starters and selects appropriate ones during dialogue. Challenge: Over-questioning may make the teacher feel interrogated rather than supported.

Conflict Resolution – Concept: strategies for addressing disagreements constructively. Related terms: Mediation, Negotiation. Explanation: Effective resolution acknowledges each party’s perspective and seeks common ground. Example: A teacher and a department head disagree on assessment timing; the coach facilitates a joint brainstorming session. Practical application: Use a “win-win” worksheet to map interests versus positions. Challenge: Power imbalances can hinder open communication, requiring the coach to manage dynamics carefully.

Cultural Sensitivity – Concept: awareness and respect for cultural norms influencing communication. Related terms: Intercultural Competence, Inclusivity. Explanation: Sensitivity avoids unintentionally offensive language and fosters trust. Example: Recognizing that indirect communication is preferred in certain Thai

regions, the coach allows pauses before seeking clarification. Practical application: Conduct a pre-coaching cultural audit with teachers to identify preferences. Challenge: Stereotyping can occur if sensitivity is reduced to a checklist rather than genuine curiosity.

Dialogue – Concept: reciprocal exchange that builds shared understanding. Related terms: Conversation, Discourse. Explanation: Dialogue moves beyond simple information transfer to collaborative meaning-making. Example: Coach and teacher co-create a lesson adaptation plan, each contributing ideas. Practical application: Implement a “talk-pair-share” model in coaching workshops. Challenge: Dominance by one participant can suppress the other’s contributions, requiring skillful facilitation.

Empathy – Concept: the ability to perceive and share another’s emotional state. Related terms: Compassion, Perspective-Taking. Explanation: Empathy validates feelings, reducing defensive barriers. Example: Coach acknowledges a teacher’s anxiety about upcoming inspections: “I hear that you’re feeling nervous about the evaluation.” Practical application: Use a “feeling wheel” to help teachers articulate emotions. Challenge: Over-identifying with the teacher’s emotions may blur professional boundaries.

Feedback – Concept: information about performance used to guide improvement. Related terms: Constructive Criticism, Feedforward. Explanation: Effective feedback is specific, timely, and balanced. Example: “Your classroom discussion prompted many students to share, but a few remained silent; consider using think-pair-share to engage them.” Practical application: Adopt the “SBI” (Situation-Behavior-Impact) model for structured feedback. Challenge: Teachers may interpret feedback as judgment, especially if not framed positively.

Goal Alignment – Concept: ensuring communication supports shared objectives. Related terms: Strategic Planning, Visioning. Explanation: Alignment keeps conversations purposeful and measurable. Example: Coach confirms that a teacher’s aim to improve literacy aligns with school-wide reading initiatives. Practical application: Create a visual goal-mapping chart at the start of each coaching cycle. Challenge: Misaligned expectations can cause frustration and wasted effort.

Hearing Bias – Concept: the tendency to interpret messages through personal lenses. Related terms: Confirmation Bias, Selective Listening. Explanation: Biases can distort understanding and impede accurate feedback. Example: A coach assumes a teacher is resistant because of past experiences, overlooking new evidence. Practical application: Employ “reflection pauses” where the coach notes assumptions before responding. Challenge: Deep-seated biases require ongoing self-awareness and training to mitigate.

Icebreaker Techniques – Concept: activities that reduce tension and promote rapport. Related terms: Warm-up Activities, Rapport Building. Explanation: Icebreakers create a relaxed atmosphere for deeper dialogue. Example: Beginning a session with “Two Truths and a Myth” about teaching experiences. Practical application: Maintain a repertoire of culturally appropriate icebreakers for Thai educators. Challenge: Inadequate timing can encroach on substantive coaching time.

Jargon Awareness – Concept: recognizing specialized language that may hinder clarity. Related terms: Plain Language, Terminology Management. Explanation: Overuse of jargon can alienate participants and obscure meaning. Example: Replacing “differentiated instruction” with “tailoring lessons to varied learner needs.” Practical application: Coach asks participants to define any unfamiliar terms, then simplifies them. Challenge: Balancing professional terminology with accessibility without seeming condescending.

Listening Styles – Concept: preferred ways individuals process auditory information. Related terms: Analytical Listening, Empathic Listening. Explanation: Understanding styles helps tailor communication. Example: A teacher who prefers data may respond better to evidence-based suggestions. Practical application: Conduct a brief “Listening Style Survey” at the start of coaching. Challenge: Misreading a style can lead to miscommunication and reduced engagement.

Metacommunication – Concept: communication about communication. Related terms: Meta-talk, Reflective Dialogue. Explanation: It surfaces underlying assumptions and patterns. Example: Coach says, “I notice we’re both speaking quickly; would a slower pace help us think more clearly?” Practical application: Use a “meta-check” after each major topic to assess how the conversation is flowing. Challenge: Introducing meta-talk can feel abstract to participants unfamiliar with the concept.

Narrative Framing – Concept: shaping stories to influence perception and motivation. Related terms: Storytelling, Reframing. Explanation: Positive framing can re-energize teachers facing setbacks. Example: Recasting a low test score as “an opportunity to explore new instructional strategies.” Practical application: Coach guides teachers to draft a “success story” after each improvement. Challenge: Over-optimistic framing may ignore genuine constraints, leading to unrealistic expectations.

Open-ended Questions – Concept: queries that invite expansive answers. Related terms: Exploratory Questions, Probing. Explanation: They encourage reflection and uncover hidden insights. Example: “What do you envision for your classroom culture this year?” Practical application: Keep a “question bank” of open-ended prompts for various coaching scenarios. Challenge: Some teachers may feel uncertain about how to answer without concrete direction.

Paraphrasing – Concept: restating the speaker’s message in the coach’s own words. Related terms: Summarizing, Reflection. Explanation: Demonstrates active listening and checks for accuracy. Example: Teacher says, “Students are disengaged during group work.” Coach paraphrases, “You’re noticing a drop in engagement when students work in groups.” Practical application: Coach practices paraphrasing in paired role-plays. Challenge: Incorrect paraphrase can distort meaning, requiring immediate correction.

Question Sequencing – Concept: arranging questions to build depth progressively. Related terms: Scaffolding, Inquiry Flow. Explanation: Starts with broad queries, moving toward specific details. Example: Begin with “What are your overall goals?” then ask “Which instructional practice aligns best with that goal?” Practical application: Develop a “question ladder” template for coaching sessions. Challenge: Poor

sequencing may overwhelm or frustrate the teacher, causing disengagement.

Reflective Practice – Concept: deliberate analysis of one’s actions to improve future performance. Related terms: Self-Assessment, Professional Learning. Explanation: Encourages teachers to think critically about their communication choices. Example: After a lesson, a teacher journals about how feedback was delivered to students. Practical application: Coach introduces a “reflection prompt” worksheet after each coaching encounter. Challenge: Time constraints can limit depth of reflection, leading to superficial insights.

Socratic Method – Concept: using disciplined questioning to stimulate critical thinking. Related terms: Dialectic, Inquiry-Based Learning. Explanation: The coach asks probing questions rather than providing direct answers. Example: “What evidence supports your current assessment approach?” Practical application: Coach models Socratic questioning in a workshop, then lets teachers practice in pairs. Challenge: If overused, teachers may feel interrogated rather than supported.

Trust Building – Concept: establishing reliability and safety in communication. Related terms: Credibility, Rapport. Explanation: Trust fosters openness and willingness to share challenges. Example: Coach consistently follows up on promises, such as sending resources promised in a prior meeting. Practical application: Use a “trust checklist” that includes punctuality, confidentiality, and follow-through. Challenge: Past negative experiences can make teachers skeptical, requiring sustained effort to overcome.

Uncertainty Management – Concept: navigating ambiguous situations with clarity. Related terms: Ambiguity Tolerance, Decision-Making. Explanation: Coaches help teachers articulate unknowns and plan next steps. Example: When curriculum changes are announced, the coach asks, “What aspects are most unclear for you right now?” Practical application: Introduce a “uncertainty map” where teachers list unknowns and potential actions. Challenge: Excessive uncertainty may cause paralysis, demanding coach reassurance.

Verbal Paraphrase – Concept: concise restatement of a speaker’s key point. Related terms: Echoing, Reiteration. Explanation: Reinforces understanding and keeps conversation focused. Example: Teacher says, “I need more time to assess student work.” Coach replies, “You’re seeking additional assessment time.” Practical application: Coach practices paraphrasing in rapid-fire drills to enhance speed. Challenge: Risk of oversimplifying complex ideas, which can frustrate the speaker.

Warmth – Concept: expressing genuine friendliness and caring through tone and demeanor. Related terms: Approachability, Compassion. Explanation: Warmth reduces anxiety and encourages sharing. Example: Using a gentle tone and smile when discussing a teacher’s difficulty with classroom management. Practical application: Coach monitors vocal pitch and facial expression during role-plays, receiving feedback from peers. Challenge: Cultural expectations may dictate different levels of formality, requiring balance.

Xenial Interaction – Concept: hospitable, courteous communication that promotes collaboration. Related terms: Politeness, Cooperative Dialogue. Explanation: Encourages a spirit of mutual respect. Example: Coach thanks a teacher for sharing a lesson plan before offering suggestions. Practical application: Incorporate

“thank-you” moments at the end of each coaching session. Challenge: Over-politeness can mask genuine concerns, limiting problem-solving depth.

Yielding – Concept: strategically allowing another’s perspective to shape the direction of conversation. Related terms: Flexibility, Adaptive Listening. Explanation: Demonstrates respect and openness to co-creation. Example: When a teacher proposes a novel assessment method, the coach pauses to explore its merits before offering alternatives. Practical application: Coach practices “yield moments” where they intentionally defer to the teacher’s idea. Challenge: Excessive yielding may be perceived as lack of expertise, reducing credibility.

Zero-Feedback Loop – Concept: a communication pattern where information is sent but never returned, leading to stagnation. Related terms: One-Way Communication, Feedback Void. Explanation: Identifies breakdowns that hinder growth. Example: A teacher receives a new policy but never hears clarification, causing confusion. Practical application: Coach establishes a “feedback check-in” after each policy rollout to ensure two-way dialogue. Challenge: Organizational cultures that discourage questioning can perpetuate zero-feedback loops.