

Educational coaching

once upon a time an educational system

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It's time to rethinking Family and education

Sometimes it often happens that the school results are not as expected and this generates feelings of frustration and loss of confidence in those who experience it. This implies dissatisfaction with the family, with the institution, with teachers, teaching methodologies, and constant criticism of the educational system.

¿Can anyone ask, is it normal that I do badly in school? ¿Why am I different from others? ¿Why are my children not progressing as I expect? ¿How do I make sure my children are accepted? ¿Why do my students look at me like that? ¿Why don't the students obey? ¿I have no authority as a father! If you identify with any of these situations, then you will find a look with possible answers.

¿What is a system and who integrates it?

From an etymological point of view, the system comes from the Latin "Systema", which means "union" of parts that pursue an objective in an organized manner.

In this opportunity, we will talk about teachers, students, parents, and institutions.



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Encounter the roles and emotions

It's amazing. ¿Why do we never think about this?

¿How does a **teacher** overcome his limitations and show himself vulnerable to his students? It is something that can be questioned, we cannot forget that they are as human as any of us. ¿How to live day to day, transmit knowledge, and be exposed to the judgments of students and parents and still not die trying?

¿How does a **student** go to his classroom every day carrying his emotions in his backpack, summarized in introversion, hyperactivity, "attention disorders" in a world of multiattentionality, undone tasks, unfulfilled or excessively fulfilled responsibilities for fear of failing, and faces a "having" to learn without wanting to do it, when perhaps that space may be occupied by their family issues, fears, frustrations, abandonment, etc. Don't forget that a student isn't a score, it's a brain, intelligence, conscience, emotion, history.

¿How does a **family** face their children's education every day without perhaps being aware that, possibly, much of what happens today in their "bonfire" is linked to their lineage, and don't with your friends or your teachers? And believing that the school "has" to take care of their child and do what they have not achieved, from their parenting style whether it is dictator, democratic, permissive or indifferent. ¿What kaim of the family is being?

¿How does an **institution** assume day by day the fact of fulfilling its mission of service and teaching, without taking into account that it is made of people and for people? That its programmatic contents must go beyond the intellectual and/or cognitive, that working on the "Being" should be its priority and mission, renew the values and social principles that are currently distant and where the race for "having" it blurs the essence and gives rise to the ego that powerfully comes to obviate the obvious. "Humanize the science" it's necessary.

The role of the inclusive school

Inclusive education seeks that the "weak" parts of the chain are strengthened and have equal conditions in terms of treatment, content, and opportunities.

Let's see "educational inclusion" as the ability to integrate teachers, families, students, and institutions so that the result at the end of the exercise will be a "win-win", where all parties are recognized and accepted in their essence.

Now, it should be remembered that a system is made up of parts and these parts are, in this case, "human" emotional beings, that come from somewhere and from some root and that as long as there is no such recognition and repair, there will be no such evolution. . ¿Maybe to give well fruit a bad root?? As quoted by the Persian poet Rumi "Enough of searching in the branches what is found in the root."

It must be recognized that directors, parents, teachers, and students have wounds and marks from the past, from their unresolved ancestry; this possibly allows us to see more clearly why the results will not always be as satisfactory within the educational system as expected.

From the **coaching**, we open the door to these integral parts of the system, we want hear them, to take a walk inside you, in its essence, and take the different tools that allow you to identify, accept, transform and grow from your best version. Is necessary, to include in the educational exercise different topics: emotional intelligence, lineage healing, discovering natural talent, type deviations, the different behaviors that lead to student and family conflict and together with neuro pedagogy, to reprogram a new education system inclusive and a "new school" where leading teachers accompany resilient, empathetic, conscious and compassionate families and students.



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