

Transcript for DRGC Training Video #8

Jennifer: Welcome to video seven of our "Developing Responsible Global Citizens" teacher training course. In today's video, we'll focus on growth mindsets, team leadership skills, and coaching skills. We'll start by defining these areas and then explore practical applications in the classroom, looking at activities that can link these concepts to our roles as language teachers.

Jennifer: Hello, and welcome to our seventh video in the series. Today, we're examining growth mindsets, leadership skills, and coaching skills. I'm joined by Sophia Leoni. Sophia, please introduce yourself.

Sofia: My name is Sophia, and I'm a teacher and a coach.

Jennifer: Could you define what we mean by coaching skills?

Sofia: Coaching, at its core, is helping people meet their goals by actively listening and asking powerful questions.

Jennifer: And why is that important in an English language classroom?

Sofia: In the classroom, it's more of a mindset. It helps young people get to where they need and want to be. Rather than just directing them, coaching fosters the skills they need to achieve their goals.

Jennifer: How is coaching different from a growth mindset?

Sofia: They're connected. A growth mindset is about learning from mistakes, not giving up, and wanting to improve. Coaching similarly encourages people to reach their goals and see mistakes as a stepping stone rather than a stopping point.

Jennifer: And how do these concepts connect to team leader skills?

Sofia: In group work, for example, instead of the teacher directing every step, students take responsibility for their learning, showing initiative, and working collaboratively. They each assume a role and become accountable for their contributions.

Jennifer: How does developing a growth mindset, working on coaching skills, and helping learners become team leaders connect to fostering responsible global citizens?

Sofia: Well, if we look at today's world, people increasingly need soft skills. Getting a job isn't just about qualifications; it's about having real, 21st-century skills. A growth mindset shows resilience, leadership builds collaboration and empathy, and coaching encourages accountability. These are all crucial for working together and achieving shared goals, which employers value.

Jennifer: Exactly. And although we don't know the future of work, we do know these skills will help students adapt. So, let's move on to practical strategies for creating a growth mindset in the classroom. What advice do you have?

Sofia: One of the biggest areas is helping students view mistakes positively. An activity I use is "Learning from My Mistakes." I show them a personal mistake, talk about how I felt, and explain what I learned. It models a growth mindset by showing them how to view mistakes as learning opportunities.

Jennifer: That's inspiring. And modeling that yourself really helps students see their teacher as human and relatable. What else can we do in the classroom to foster a growth mindset?

Sofia: Reflecting at the end of each lesson can be powerful. We can ask students to think about what went well, what didn't, and give them prompts like, "A new challenge I embraced today," or "A mistake I made today." This gives them a safe space to reflect on and discuss their experiences.

Jennifer: Is this something suitable for all levels of learners, or only advanced ones?

Sofia: It's definitely for everyone. The approach might vary with age or level. Younger learners could discuss as a group, while older students might journal their reflections first before sharing.

Jennifer: Great! Now, moving on to team leader skills. Can you share examples that have worked well in your classroom?

Sofia: Yes. Group projects are fantastic for this, as they involve everyone actively. Giving each student a clear role – or even having a team leader assign roles – helps them take ownership. At the end, students can evaluate their own or each other's roles, discussing what worked well and what they'd improve.

Jennifer: And how does that connect to coaching?

Sofia: It's similar, as each person is accountable for their role and takes responsibility for their actions. It reinforces coaching skills and collaboration.

Jennifer: Are there specific skills you look for in a team leader, beyond the term itself?

Sofia: Absolutely. A good team leader involves everyone, listens actively, gives constructive feedback, and makes final decisions when needed. It's about empowering the team while guiding them effectively.

Jennifer: Can you think of a time when you saw this work well in your classroom?

Sofia: Recently, I had a quieter student take on a leadership role in a group project. Watching them present confidently to the class was incredibly rewarding, both for me and for them.

Jennifer: That must have been so satisfying to witness! Now, since coaching is also your main focus, how can we integrate coaching skills into the classroom?

Sofia: A good example is using the "GROW" model (Goals, Reality, Options, Way Forward) at the start of a course. I have students reflect on their goals, where they are now, any obstacles they might face, and the best actions to take. We revisit this halfway and at the end to reflect on their progress.

Jennifer: And the GROW model isn't just for language learning, is it?

Sofia: Exactly. It's a real coaching model used by coaches, and it transfers well to the classroom. It can become a lifelong tool for students to assess and reach their goals.

Jennifer: Active listening is another part of coaching. Could you tell us more about how you apply that?

Sofia: Active listening is fundamental in coaching – coaches listen 80% of the time and talk only 20%. In class, I encourage students to really show they're listening, nodding or asking follow-up questions. This creates a sense of community, which they can carry into their own lives.

Jennifer: That sense of community is so important. So, with all of these strategies, how do we balance language instruction with skill-building?

Sofia: It depends on the students' level, but I still provide language input. For instance, when setting goals, I introduce future tenses and expressions. In the "Learning from My Mistakes" activity, I might connect it to grammar lessons on "I wish" or "if only," blending relevant skills with language practice.

Jennifer: And from a vocabulary standpoint, I imagine that using these skills promotes new language as well.

Sofia: Absolutely. We're also developing emotional language, teaching them phrases like "I felt..." or "Something that made me feel happy today was..." The handbook includes exit activities that help scaffold this language.

Jennifer: Sophia, you're clearly very experienced. But what advice would you give to newer teachers trying out this approach?

Sofia: Take it step by step. Start with the syllabus and consider ways to make it more relevant to your students' lives. Think about adapting materials to be relatable, and share your own experiences to connect with them. Over time, build these skills into your lessons so they become part of the norm.

Jennifer: That's great advice. So, it's more effective to revisit these skills over time rather than in a standalone lesson?

Sofia: Definitely. The goal is to make these skills part of classroom culture, so they become second nature.

Jennifer: Thank you, Sophia. As you've just seen, in video seven we met Sophia, a coach who gave us expert advice on developing growth mindsets, coaching, and team leader skills in the language classroom. You can find everything discussed in the Teacher Training Handbook. We hope you gained lots of ideas to bring into your classes.