

# International Journal of Human Sciences Research

## MEANINGFUL LEARNING AND TEACHING PROCESS. THE IMPLEMENTATION OF COUNSELING AND ONTOLOGICAL COACHING STRATEGIES AS ENABLING TOOLS IN THE LEARNING- TEACHING PERSONALIZED PROCESS IN MODERN EDUCATION

---

*Clara Esponda Cruces*

Journalist, Educator, Coach and Counselor  
Sp Social Sciences Dilemma

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



**Abstract:** The proposal is based on the implementation of ontological Coaching and person-centered Counselling tools in the area of education to achieve meaningful, free, individual and responsible learning through humanistic and holistic elements that enable both, group and individual development. Consequently, foster relational depth bonds between parties that generate a proper atmosphere to develop trust and openness as well as personal deployment. Whereas the (P.C.A.) person centered approach of C. Rogers considers the person a spiritual biophysical entity capable of using his/her abilities of active listening, generative and descriptive communication, empathy and acceptance towards others, helping them to overcome their crisis and conflicts, open to generating responses that benefit the personal self and the system that surrounds, thus creating a new social and relational reality in a more humane and fairer society, Ontological Coaching offers the tools to , identify, choose, manage and apply abilities and strategies to achieve the best results possible. At present, educational demands from the facilitator to develop attitudes of empathy, unconditional acceptance, not judging or valuing the other but actively listening to them in an atmosphere of warmth and professional congruence. In addition to teaching curricula, soft abilities and both descriptive and assertive communication. The training proposal is aimed at professionals in the field of education who acknowledge all the actors that make up the triad and includes both work, social and personal dynamics that will enable the development of tools and strategies to facilitate significance and re-signification of learnt concepts so that they can be assertively transported to the real world, avoiding human conflicts in pursuit of peace and the development of social intelligence.

**Keywords:** Creativity, active listening, assertive communication, empathy, social intelligence, deep relations, trust

## INTRODUCTION

### FOUNDATIONS

The proposal began in 2017 experiencing different approaches towards teaching a second language and subjects in different areas in English. After years of observation and reshaping the model, the experience of living pandemic in confinement for approximately 10 months and noticing the evolution of cooperative and collaborative work through screens, demanded a change of strategy to encourage and struggle the great lack of stimuli in children and adults who had lost the ability to communicate and socialize with others in person in a very short period of time. Moreover, empathy, as well as habits, seemed to have vanished and blended emotions emerged instead. Students were really demotivated, in addition, the rules and methodologies had to change.

The first driving force to start this work was to empathize, accompany and design strategies to motivate those individuals to see who they were being, what they wanted, how they felt, what was happening with those feelings and what was happening to the other peers with them. They needed to understand who they were and that as individuals involved in a relation to others and to themselves and the way their actions affected others as well as themselves.-Humanism view, we are in relation with others-Mick Cooper strategies-Deep relationship therapies<sup>1</sup>.

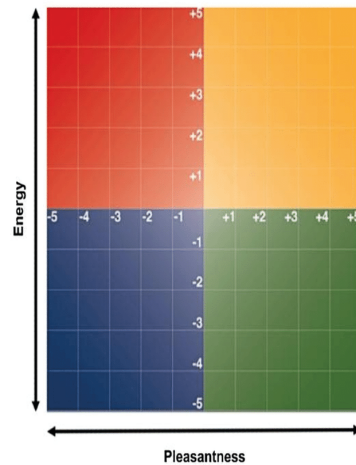
Secondly, our aim was to involve them actively and eagerly in the process with responsibility and awareness. Consequently, different emotional management alternatives,

---

1. Cooper,M., O'Hara, M.), Schmid,P.F.The Handbook of Person-Centred Psychotherapy and Counselling 2nd Edición

both the Yale R.U.L.E.R<sup>2</sup> method and mindfulness, they made a mood meter - thermometer of emotions - understand each emotions, not judge them but accept them, which is not the same as conforming, but be able to manage them so that their feelings were not misinterpreted or misled others to actions impulsively and in that way they had the chance to express themselves enabling others to understand what was going on. The latter helped to raise awareness of themselves and the group and acknowledged that they might hurt others or themselves if they mishandled their emotions.

Furthermore, strategies were designed for the groups to include in their work different capacities, abilities, skills, actions, so as to motivate and encourage positive interdependence to achieve the objective Trust, empathy and active listening were a compulsory skill to achieve the work effectively and lead them into the possibility of assertively transmitting it to both others and themselves.. To do that, they required the development of critical and non-rigid thinking and a permanent reflection on each option presented and the way they were performing as a group and as individuals or redesign new strategies to achieve their goal.



Part of one of the classrooms mood meter made by the students

Figure 1 Training Activity Creations

## STARTING POINT



Feedback and double feedback process enriching answers and questions as well as individuals. E.g. Counselling and Education, survey for Holos workshop

2. Mearns, D. and Cooper, M. Working at Relational Depth in Counselling and Psychotherapy First Edition <https://medicine.yale.edu/childstudy/services/community-and-schools-programs/center-for-emotional-intelligence>. <https://marcbrackett.com/ruler>

The Pillars of Counselling and tools of Ontological coaching in Education to achieve meaning

There are two major pillars in Counselling

1. Equity of Opportunities and Preparation for the World of Employment and

2. Equity of Opportunities and Preparation for the Work and Relationship World

The first pillar of educational Counselling seeks to guarantee that all students have equal opportunities and are prepared to face the challenges of the constantly changing world, recognizing themselves and others as different, developing social skills, such as effective and non-violent –assertive- communication for collaboration. At the same time, all the relational subjects of the triad must be prepared in digital literacy to thrive in an interconnected and rapidly evolving world in a reflective, personalized, gradual school that prepares the students for the 21st century world of work and employment

It trains it in both hard and soft skills for an emerging, empathetic and conflict-solving society.

help of Counselling and of coaching as tools re-signifying lived experiences and understanding their “togetherness” included in a deep relationship therapeutic approach-Cooper and Mearnes.



Figure 4. Building team trust

Classroom activities 2022 Bilingual School in Buenos Aires, Tigre

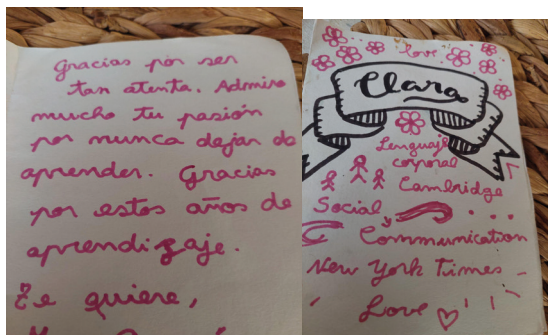


Figure 3. Letter from a student

She thanks the teacher for her passion, being attentive, present and never giving up on learning.

On the other hand, ensuring that each party that makes up the school triad is an active participant in the process and achieves a positive critical attitude regarding the error and can review, restructure and adapt new concepts or strategies with the



Recreating environments- Active learning

At the same time, without ceasing to consider that it will be part of a motivating environment in the process and will help the understanding and empathetic acceptance of another, generating assertive processes and future possibilities.

For all that has been said, the aim of the proposal is to generate the articulation between the teaching-learning process and the need for inclusion, adaptation and equity in the current classroom and in the cultural socio-economic context that exists today. Using the enabling tools of counselling for the distinction, choice, responsibility and freedom of who one is being in the process, being able to review, rethink and redefine the individual experiences that might lead to non-generative results or even might resort to violent behaviors or reactions and non-actions. Once aware of that, the individuals are in change and the achievement of humanistic and transcendental objectives accomplished.

Holistic counselling, with its strategies, methodologies and observations of subjective and personalized evaluations students and facilitators will be subjects of reflective teaching and learning and can generate new responses to the same questions or different ones.

As an observer, they are seen in the area of emotions, language and corporality, and it enables subjects to obtain active awareness of their body and emotions when relating to the continuous feedback task that means: teaching-learning.

### **EMPOWERMENT, PERSONAL DEVELOPMENT AND RESPONSIBLE FREEDOM**

The second pillar of Counselling in education focuses on empowering all members of the educational community. This involves promoting responsible experiential construction and the adaptation of new concepts and strategies. Counselling promotes personal reflection and the ability to continually adjust and improve both the teaching-learning process and the dynamics of the educational community as a whole.

The process is permanently generating

feedback and by means of interviews, different conversations, distinctions in the communication model to choose, putting into practice active listening, unconditional acceptance and empathy. Hence, we will obtain more inclusive and meaningful communication enabling changes in style, non-violent conversations and at the same time bringing about trust in both the addresser and addressee.

We know that responsible speech implies acceptance of others, who are different to ourselves, and unconditional acceptance in the conversational process, opens possibilities of envisioning how I want my future in relation to others and with myself and hence develops the capabilities to achieve it. .

The process implies commitment and recognition of one's own resources or tendency to update, knowing that what I have chosen is the best for myself at that moment, without harming others or myself, with a recognition of understanding what resources I have or which ones I lack. Moreover, it implies choice and action accordingly. In addition to visualizing a future desire, and the knowledge that it will always be achieved "chiasmatically" and interdisciplinary by cooperating with another with whom I am in relationship and gives meaning to me and I to others based on our deep relational bond.

### **FREEDOM WITH RESPONSIBILITY**

According to the Counselling approach (PCA), every individual is unique and free to think and experience and he is the one who gives meaning accordingly

The educational model must then accompany and facilitate the process of each individual responsibly, in an appropriate environment for learning so that the latter occurs freely and meaningfully in each individual, at its own pace and free experience. Ultimately open to curiosity, exploration and responsible

experiencing” Rogers , Carl said “I’m very good at living and letting live;

then if my students are not allowed to live, things become unsatisfactory” (1970, p. 528) which emphasizes the student’s responsibility for his process of self-learning and creation, in the development of his concerns, a subject active that signifies and signifies his own works

## COMMUNICATE

This point is based on the fact that everything communicates, we always communicate even if we do not speak, and the question then arises: How do we communicate what we communicate? Why do we communicate it? Who do we inform? Does our communication generate dialogue-and is open to responses?

Reference should be made to communication models that do not always enable possibilities and/or deployment.

Observing the communication paradigm in the present, we see that:

- 1- We are beings chiasmatically bond and affected by another.
- 2- We are with that other because we are beings in relation
- 3- On the basis of not judging, speculating or assuming we generate attentive and comprehensive listening skills
- 4- The selection of our words is a generator of possibilities–communicational assertiveness-
- 5- What do we communicate when we communicate?

Everything we do communicates, even not communicating with words -body languages, silences, gestures

6- Why do we communicate that?

There is an intentionality in our communication

7- Is our language descriptive? Does it bring about possibilities?

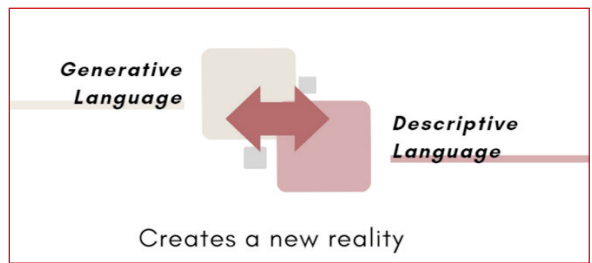


Figure 6 New model of communication NLP  
The First creates new possibilities, the second, describes our world

Once we have thoroughly observed these points and our reality, we believe that we must teach and facilitate the learning of soft skills to achieve better management of emotions and social intelligence.

The implementation of Counseling and Ontological Coaching strategies as enabling tools in the learning –teaching personalised process in modern education

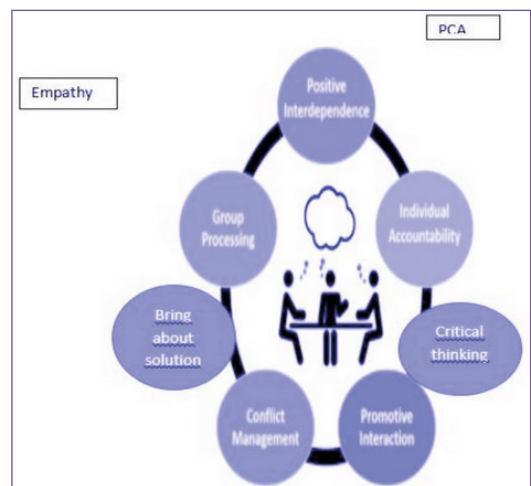


Figure 7 PCA ( Person Centered Approach)

Due to the fact that we strongly believe in PCA and individual process we turn to Kagan and Johnson’s cooperative approach as tools to create group interdependence, orality, active listening, trust, social intelligence, empathy, and an atmosphere of warmth and congruence where the group responsibly leads its own creative learning process with freedom and self-reflection in the process.

Thus facilitating a sustainable, reflective and free education where each subject is actively involved in their own process and in relationship with their peers, the community, the school and the facilitator.

Considering the above mentioned it is necessary to develop dimensions to achieve sustainable performance. This involves acquiring technical and operational knowledge, cognitive skills and aptitudes, as well as the development of social skills. The latter are intrinsically related to the role we play in our personal or work life. Without specific knowledge or adequate skills, we cannot play an effective role. Consequently, we must improve our performance, planning for the long term and improving the processes and circuits that contribute to our experience and mastery of technical complexity. Finally, we must take into account the technical dimension, which interacts with the other variables and can influence our emotions and confidence. Likewise, our emotions can affect our technique, and if our lifestyle does not match the technical requirements of the role, the technique may not reach its full potential.

Secondly, it is essential to consider competencies, which are the personality characteristics that we expressed in our attitudes and actions towards others. Currently, work is being done on the development of various competencies related to roles and hierarchies, some of which are common to everyone, such as attentive listening, non-violent and assertive communication and empathy. However, there are also specific skills that must be developed.

Talking about inclusive and sustainable education without addressing the need for a culture that promotes inclusion from childhood seems to be the first paradigm that must be changed. Educational inclusion can only be achieved if inclusion is promoted in all aspects of society, and vice versa,

since common schools must be prepared to welcome all individuals



Figure 8 Working with Benjamin Zephaniah[s Unit.

The poem included characters students researched about and included them into their own stories in today's world

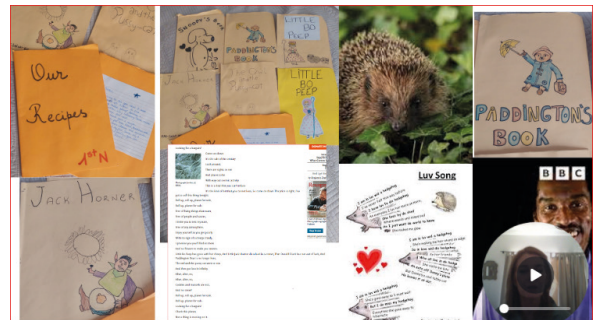


Figure 10. Students participated in Zephaniah[s activity of giving rhythm to his poems And invented healthy recipes of the cultures named



Figure 11. Thinking outside the box

Students brainstormed and developed their ideas in relation to Zephaniah's Poem outside the classroom, modifying not only themselves but their community

Thus it may be seen, education is undergoing a transformation process as well as society. Educational institutions must adapt to their new socio-political and emotional function to meet the demands of today's society. In this context, Counselling and Ontological Coaching tools play a crucial role as agents of coordination and support in preparing for change. Although curricula can change rapidly, there is a need to adapt educational strategies to offer people the possibility of acquiring skills and knowledge that will eventually allow them to thrive in an ever-changing world

As Marcia Reynolds states 'we were born with uncertainty'. 'The issue is how we handle our emotions and what we intend to create of ourselves'

Therefore, our objective is to build a society that encourages and prepares the individual for personal development to face crises and personal growth, who feels responsible for himself and cares about inclusion in an environment of sustainability considering a "chiasmatically" united humanity.

## REFERENCES

Reynolds, M, *Outsmart Your Brain: How to Master Your Mind When Emotions Take the Wheel*

Freire, P (1999) *Pedagogía del oprimido*. México: Editorial siglo XXI.

Núñez, C (2002). *La cátedra de Paulo Freire vista desde su praxis*. Revista electrónica Sinèctica, Julio Diciembre, 52-58.

Johnson, D y Johnson, R (1999) *El aprendizaje cooperativo en el aula*. Buenos Aires: Paidós Kagan, S (1985) *Cooperative Learning U.S.A.*: KCL:BCL

Barcos, J( 1928). *Cómo educa el Estado a tu hijo y otros escritos*. Buenos Aires: Unipe Martínez (2014: 47, 27): modulo 3 Figuras de la docencia como vivir juntos

Spinoza, B (2002). *Ética demostrada según el orden geométrico*, México: Fondo de Cultura Económi

Lewkowicz, I y Corea, C (2004). *Pedagogía del aburrido*. Buenos Aires: Paidós.

-Enseignement universel. Langue maternelle, 6. a edición, Paris, 1836, p. 448, y *Journal de l'émancipation intellectuelle*, t. III, p.121.

2- Echeverría, R (2005) *Ontología del lenguaje*. Mexico: J. C.Saéz.

a--Freire, P (2010) *La educación como práctica de la libertad*. Buenos Aires, Argentina sig. Roger,C , *La libertad y la creación en la educación*