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Professional Certificate in Instructional Coaching (Thailand)

## Culturally Responsive Coaching

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**Acknowledgment** – Concept: Recognizing and validating a teacher’s cultural background. Related terms: cultural validation, teacher identity. Explanation: A coach openly acknowledges the cultural influences that shape a teacher’s pedagogy, building trust. Example: A coach praises a teacher’s use of Thai storytelling techniques. Practical application: Begin coaching conversations with statements that affirm the teacher’s cultural strengths. Challenge: Avoid tokenism; acknowledgment must be genuine and specific.

**Adaptive Feedback** – Concept: Tailoring feedback to align with cultural norms and communication styles. Related terms: feedback loops, culturally attuned feedback. Explanation: Feedback is adjusted to respect hierarchy, indirectness, or collectivist preferences common in Thai schools. Example: Using “we” language when discussing classroom strategies. Practical application: Provide feedback through collaborative goal-setting rather than direct criticism. Challenge: Balancing honesty with cultural sensitivity.

**Affirmative Language** – Concept: Using positive, inclusive wording that supports diverse cultural identities. Related terms: strength-based discourse, linguistic equity. Explanation: Coaches choose words that reinforce teachers’ cultural assets rather than focusing on deficits. Example: Saying “Your integration of local festivals enriches student learning.” Practical application: Create a glossary of affirming phrases for coaching sessions. Challenge: Ensuring authenticity and avoiding superficial praise.

**Authority Gradient** – Concept: The perceived distance between coach and teacher based on cultural hierarchies. Related terms: power distance, relational equity. Explanation: In Thailand, high respect for authority can affect openness. Example: A teacher may hesitate to share challenges with a senior coach. Practical application: Coaches adopt a humble stance, sharing personal learning experiences. Challenge: Navigating respect for seniority while fostering collaborative dialogue.

**Bias Awareness** – Concept: Recognizing personal and systemic biases that impact coaching decisions. Related terms: implicit bias, cultural competence. Explanation: Coaches examine assumptions about language, religion, or socioeconomic status. Example: Reflecting on a tendency to favor Western classroom models. Practical application: Use bias-reflection journals after each session. Challenge: Deep-seated biases may be difficult to identify without sustained reflection.

**Collaborative Inquiry** – Concept: Joint investigation of classroom practices that honors cultural perspectives. Related terms: co-construction, reflective partnership. Explanation: Coach and teacher explore questions together, integrating local knowledge. Example: Investigating how community rituals influence student motivation. Practical application: Develop shared research questions and data-collection tools. Challenge: Time constraints and differing expectations for inquiry.

**Cultural Asset Mapping** – Concept: Identifying and leveraging cultural strengths within a school community. Related terms: asset-based approach, community resources. Explanation: Coaches help teachers chart cultural practices, languages, and traditions that can enrich instruction. Example: Mapping local crafts for

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project-based learning. Practical application: Create visual maps of cultural assets for lesson planning. Challenge: Limited documentation of informal cultural resources.

**Cultural Competence** – Concept: The ability to understand, communicate with, and effectively interact with people across cultures. Related terms: cultural humility, intercultural sensitivity. Explanation: Coaches develop knowledge of Thai social norms, values, and educational expectations. Example: Knowing the significance of “wai” greeting in building rapport. Practical application: Participate in cultural immersion workshops. Challenge: Avoiding a static “competence” mindset; competence evolves with experience.

**Cultural Discourse** – Concept: The ways language and communication reflect cultural values. Related terms: dialogic practice, sociolinguistics. Explanation: Understanding indirect speech, honorifics, and silence in Thai contexts. Example: Interpreting a teacher’s quiet nod as agreement. Practical application: Coach training includes role-plays of culturally nuanced conversations. Challenge: Misreading silence as disengagement rather than respect.

**Cultural Humility** – Concept: Ongoing self-reflection and learning about one’s own cultural position. Related terms: humble inquiry, lifelong learning. Explanation: Coaches acknowledge they are not cultural experts and remain open to teacher insights. Example: Asking, “What does this practice mean for you?” Practical application: Incorporate humility statements at the start of each session. Challenge: Balancing humility with the authority needed to guide practice.

**Cultural Lens** – Concept: Viewing instructional practices through the perspective of local cultural norms. Related terms: cultural frame, contextual analysis. Explanation: Coaches assess strategies by considering Thai values such as collectivism and respect for elders. Example: Evaluating group work dynamics in a class where harmony is prized. Practical application: Use a checklist that prompts cultural considerations during observation. Challenge: Avoiding over-generalization of cultural traits.

**Culturally Adapted Coaching Model** – Concept: A framework that integrates cultural responsiveness into standard coaching cycles. Related terms: adapted coaching cycle, culturally responsive pedagogy. Explanation: Modifies phases of observation, reflection, and goal-setting to align with Thai cultural expectations. Example: Extending the reflection phase to include community input. Practical application: Adopt a six-step model that embeds cultural checkpoints. Challenge: Aligning the model with existing school policies.

**Culturally Responsive Assessment** – Concept: Designing evaluation tools that respect cultural diversity. Related terms: equitable assessment, culturally valid data. Explanation: Assessments consider language variations, cultural references, and differing learning styles. Example: Including Thai folklore in reading comprehension tasks. Practical application: Co-create rubrics with teachers that reflect local contexts. Challenge: Ensuring reliability while honoring cultural specificity.

**Culturally Responsive Coaching** – Concept: Coaching practice that intentionally integrates cultural awareness, equity, and relevance. Related terms: equity-focused coaching, inclusive coaching. Explanation: Coaches support teachers in adapting instruction to meet the cultural needs of learners. Example: Guiding a teacher to incorporate Buddhist principles into character education. Practical application: Conduct cultural

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audits before coaching cycles. Challenge: Navigating institutional resistance to change.

**Culturally Responsive Pedagogy** – Concept: Teaching approaches that affirm and incorporate students' cultural backgrounds. Related terms: multicultural education, culturally sustaining teaching. Explanation: Lessons draw on local traditions, languages, and values. Example: Using Thai market simulations for math problems. Practical application: Coach teachers to embed cultural references in lesson objectives. Challenge: Limited resources for authentic cultural materials.

**Culturally Sustaining Practices** – Concept: Ongoing actions that preserve and celebrate cultural identities. Related terms: cultural preservation, heritage integration. Explanation: Practices go beyond inclusion to actively maintain cultural continuity. Example: Supporting community elders to share stories in class. Practical application: Develop mentorship programs linking teachers with cultural custodians. Challenge: Balancing curriculum demands with cultural initiatives.

**Data Disaggregation** – Concept: Breaking down student performance data by cultural and linguistic groups. Related terms: equity analytics, subgroup analysis. Explanation: Reveals achievement gaps linked to cultural factors. Example: Comparing test scores of monolingual Thai speakers vs. bilingual learners. Practical application: Coach teachers to interpret disaggregated data for targeted interventions. Challenge: Access to reliable demographic data.

**Dialogue Circle** – Concept: A structured conversation format that honors cultural norms of respect and listening. Related terms: talking circle, reflective dialogue. Explanation: Participants speak in turn, fostering inclusive participation. Example: Using a circle to discuss classroom challenges. Practical application: Incorporate circles in coaching meetings to ensure every voice is heard. Challenge: Managing time while maintaining depth of discussion.

**Distributed Leadership** – Concept: Sharing decision-making authority across teachers and staff. Related terms: shared governance, collaborative leadership. Explanation: Encourages cultural representation in instructional choices. Example: Teacher committees design culturally relevant curricula. Practical application: Coach leaders to delegate responsibilities that reflect cultural expertise. Challenge: Overcoming hierarchical traditions that concentrate power.

**Empathy Mapping** – Concept: Visual tool to explore teachers' feelings, thoughts, and cultural influences. Related terms: emotional intelligence, perspective taking. Explanation: Helps coaches understand cultural stressors affecting practice. Example: Mapping concerns about parental expectations. Practical application: Use empathy maps during pre-observation conferences. Challenge: Teachers may be reluctant to share personal cultural pressures.

**Equity Lens** – Concept: An analytical perspective that scrutinizes fairness and access. Related terms: social justice lens, fairness audit. Explanation: Coaches assess whether instructional decisions advantage or disadvantage cultural groups. Example: Reviewing whether classroom materials reflect diverse Thai ethnicities. Practical application: Apply equity checklists during lesson reviews. Challenge: Deep-seated biases may obscure inequities.

**Ethnographic Observation** – Concept: In-depth, culturally sensitive classroom observation method. Related

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terms: participant observation, cultural immersion. Explanation: Observers note cultural cues, rituals, and interactions. Example: Noting the use of “khun” as a sign of respect among students. Practical application: Train coaches in ethnographic note-taking techniques. Challenge: Time-intensive and requires strong cultural knowledge.

Feedback Sandwich – Concept: Structured feedback format (positive–constructive–positive) adapted for cultural contexts. Related terms: positive reinforcement, constructive critique. Explanation: In cultures valuing harmony, this format mitigates face-loss. Example: Starting with praise, then suggesting improvement, ending with encouragement. Practical application: Coach teachers to use the sandwich when peer-reviewing lessons. Challenge: Avoiding formulaic feedback that feels insincere.

Formative Assessment – Concept: Ongoing checks for understanding that are culturally responsive. Related terms: learning checkpoints, responsive assessment. Explanation: Uses tasks that align with students’ cultural experiences. Example: Quick oral quizzes incorporating local idioms. Practical application: Guide teachers to design culturally relevant exit tickets. Challenge: Aligning formative tools with standardized testing requirements.

Growth Mindset – Concept: Belief that abilities can develop through effort and learning. Related terms: developmental perspective, resilience building. Explanation: Coaches encourage teachers to view cultural challenges as opportunities for growth. Example: Framing language barriers as learning opportunities. Practical application: Integrate growth mindset language in coaching conversations. Challenge: Cultural beliefs about fixed abilities may conflict with this notion.

Inclusive Language – Concept: Word choices that avoid marginalizing any cultural group. Related terms: non-biased terminology, respectful diction. Explanation: Coaches model language that honors all cultural identities. Example: Using “students” instead of “children” to include adult learners. Practical application: Create a style guide for culturally inclusive terminology. Challenge: Overcoming entrenched colloquial expressions.

Instructional Coaching Cycle – Concept: Structured process of observation, reflection, goal setting, and follow-up. Related terms: coaching loop, reflective practice. Explanation: In culturally responsive coaching, each phase integrates cultural considerations. Example: Observation includes noting cultural symbols in the classroom. Practical application: Use a modified cycle checklist that prompts cultural reflection. Challenge: Ensuring each phase receives adequate time within school schedules.

Intercultural Communication – Concept: Exchange of information across cultural boundaries. Related terms: cross-cultural dialogue, communication competence. Explanation: Coaches must navigate language nuances, non-verbal cues, and cultural etiquette. Example: Interpreting a teacher’s reluctance to speak as respect for hierarchy. Practical application: Offer training on Thai non-verbal communication norms. Challenge: Misinterpretations can erode trust.

Learning Community – Concept: Group of educators collaborating to improve practice. Related terms: professional learning community, PLC. Explanation: Communities that embed cultural dialogue foster shared cultural knowledge. Example: A PLC focusing on integrating regional dialects into literacy instruction.

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Practical application: Facilitate PLC meetings that include community cultural experts. Challenge: Scheduling and sustaining engagement.

Learning Styles – Concept: Preferred ways individuals process information, influenced by culture. Related terms: cognitive preferences, cultural learning patterns. Explanation: Thai learners may favor visual and relational learning tied to communal activities. Example: Using group storytelling to teach science concepts. Practical application: Coach teachers to diversify instructional methods. Challenge: Avoiding stereotypes about cultural learning styles.

Micro-affirmations – Concept: Small, everyday acknowledgments of cultural identity. Related terms: affirmative gestures, subtle validation. Explanation: Reinforces a sense of belonging. Example: Noticing and commenting on a teacher’s use of traditional Thai art in the classroom. Practical application: Encourage coaches to record micro-affirmations after each session. Challenge: Maintaining authenticity and avoiding token gestures.

Multilingual Pedagogy – Concept: Teaching approaches that support multiple languages. Related terms: bilingual education, language integration. Explanation: Recognizes Thailand’s linguistic diversity, including Lao, Khmer, and Hill Tribe languages. Example: Incorporating Thai-English code-switching in vocabulary lessons. Practical application: Coach teachers to develop bilingual resource banks. Challenge: Limited materials and assessment tools for minority languages.

Non-verbal Cues – Concept: Body language, facial expressions, and gestures that convey meaning. Related terms: kinesics, cultural signaling. Explanation: In Thai culture, modest eye contact and a calm demeanor are valued. Example: Interpreting a teacher’s slight bow as respect. Practical application: Train coaches to notice and respond to non-verbal signals. Challenge: Differentiating cultural cues from personal habits.

Participatory Action Research – Concept: Collaborative inquiry where teachers investigate their own practice. Related terms: action research, teacher-led inquiry. Explanation: Embeds cultural relevance by allowing teachers to set research questions rooted in local contexts. Example: Studying the impact of a traditional dance on student engagement. Practical application: Guide teachers through ethical protocols and data analysis. Challenge: Balancing research rigor with classroom demands.

Pedagogical Content Knowledge – Concept: Deep understanding of subject matter and how to teach it effectively. Related terms: subject pedagogy, instructional expertise. Explanation: Culturally responsive coaches help teachers adapt content to align with cultural contexts. Example: Relating mathematics to Thai market transactions. Practical application: Conduct workshops linking content standards to cultural examples. Challenge: Teachers may lack exposure to culturally relevant content examples.

Personalized Coaching Plans – Concept: Tailored support strategies that reflect teachers’ cultural backgrounds and goals. Related terms: individualized development, coaching roadmap. Explanation: Plans consider cultural values, language proficiency, and community expectations. Example: A plan that integrates Buddhist mindfulness practices into classroom management. Practical application: Co-create plans with teachers, revisiting them quarterly. Challenge: Ensuring plans remain flexible to evolving cultural dynamics.

Professional Learning Network – Concept: Community of practice that extends beyond the school. Related

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terms: PLN, digital learning community. Explanation: Networks can provide cultural resources and cross-cultural perspectives. Example: Joining an online forum of Southeast Asian educators sharing resources. Practical application: Encourage teachers to contribute culturally relevant artifacts to the PLN. Challenge: Time constraints and digital access disparities.

Reflective Practice – Concept: Ongoing self-evaluation of teaching informed by cultural awareness. Related terms: self-assessment, reflective journaling. Explanation: Teachers examine how cultural assumptions shape instruction. Example: Reflecting on how a lesson on Thai history may marginalize minority narratives. Practical application: Use guided reflection prompts that ask about cultural impact. Challenge: Teachers may lack experience in deep cultural reflection.

Relational Trust – Concept: Confidence that coaches and teachers will act in each other’s best interests. Related terms: trust building, relational equity. Explanation: In collectivist cultures, trust is foundational for open dialogue. Example: A coach consistently attending community events to demonstrate commitment. Practical application: Schedule informal check-ins to strengthen rapport. Challenge: Past experiences of hierarchical interactions may hinder trust development.

Responsive Curriculum Design – Concept: Crafting curriculum that adapts to cultural contexts and student needs. Related terms: curriculum adaptation, culturally relevant curriculum. Explanation: Incorporates local histories, values, and practices. Example: Designing a unit on environmental stewardship that includes Thai river traditions. Practical application: Coach teachers through curriculum mapping that highlights cultural integration points. Challenge: Aligning responsive design with national standards.

Scaffolded Instruction – Concept: Providing support structures that consider cultural learning pathways. Related terms: guided practice, instructional scaffolding. Explanation: Supports may include culturally familiar analogies or community mentors. Example: Using a local market scenario to teach fractions. Practical application: Coach teachers to embed cultural scaffolds into lesson plans. Challenge: Determining the appropriate level of support without over-assisting.

Self-Efficacy – Concept: Belief in one’s ability to execute teaching tasks effectively. Related terms: teacher confidence, empowerment. Explanation: Culturally responsive coaching boosts self-efficacy by validating cultural strengths. Example: Recognizing a teacher’s skill in managing multi-generational classrooms. Practical application: Use success stories that highlight cultural competencies. Challenge: Low self-efficacy may stem from systemic marginalization.

Social-Emotional Learning (SEL) – Concept: Developing students’ emotional intelligence within cultural frameworks. Related terms: cultural SEL, affective development. Explanation: SEL programs are adapted to reflect Thai values of harmony and respect. Example: Incorporating “lotus” metaphor for growth in SEL activities. Practical application: Coach teachers to embed SEL discussions that honor cultural narratives. Challenge: Balancing universal SEL goals with culturally specific expressions.

Stakeholder Engagement – Concept: Involving parents, community leaders, and cultural custodians in instructional planning. Related terms: community partnership, collaborative involvement. Explanation: Engages diverse voices to ensure cultural relevance. Example: Consulting village elders on curriculum topics.

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Practical application: Facilitate focus groups that inform coaching priorities. Challenge: Coordinating schedules and managing differing expectations.

Strategic Inquiry – Concept: Purposeful questioning that uncovers cultural factors influencing teaching. Related terms: critical questioning, probing dialogue. Explanation: Coaches ask targeted questions to reveal cultural assumptions. Example: “How does the local festival inform your lesson objectives?” Practical application: Develop a question bank that centers cultural context. Challenge: Teachers may feel interrogated if questions are not framed empathetically.

Student-Centered Pedagogy – Concept: Instruction that places learners’ cultural experiences at the core. Related terms: learner-focused teaching, culturally responsive instruction. Explanation: Encourages students to draw on their cultural background for meaning-making. Example: Project work where students explore family traditions. Practical application: Coach teachers to design activities that require personal cultural reflection. Challenge: Balancing curriculum coverage with individualized cultural exploration.

Sustainable Coaching Practices – Concept: Long-term coaching strategies that embed cultural responsiveness into school culture. Related terms: institutionalization, enduring practices. Explanation: Practices are designed to persist beyond individual coach tenure. Example: Establishing a cultural liaison role within the school. Practical application: Document coaching processes and share with school leadership. Challenge: Maintaining momentum amid staff turnover.

Systemic Equity Audit – Concept: Comprehensive review of policies, practices, and outcomes for cultural fairness. Related terms: equity review, systemic analysis. Explanation: Identifies structural barriers that affect culturally diverse learners. Example: Auditing resource allocation for schools in minority regions. Practical application: Coach administrators through data collection and policy revision. Challenge: Institutional resistance to confronting inequities.

Teacher Agency – Concept: Empowerment of teachers to make decisions about their practice. Related terms: teacher autonomy, professional agency. Explanation: Culturally responsive coaching nurtures agency by valuing teachers’ cultural knowledge. Example: Allowing teachers to select culturally relevant texts for reading groups. Practical application: Provide decision-making frameworks that incorporate cultural input. Challenge: Existing top-down structures may limit perceived agency.

Teacher Identity – Concept: The self-concept teachers hold, shaped by cultural, personal, and professional factors. Related terms: professional identity, cultural self-concept. Explanation: Coaches explore how cultural background influences instructional choices. Example: A teacher’s identity as a Buddhist influences classroom values. Practical application: Use identity maps during coaching conversations. Challenge: Teachers may be hesitant to discuss personal cultural identity.

Teacher Reflection Journal – Concept: Written record of teachers’ thoughts on practice and cultural influences. Related terms: reflective diary, coaching log. Explanation: Journals capture insights about cultural dynamics in the classroom. Example: Noting student reactions to a cultural celebration lesson. Practical application: Prompt teachers to write weekly entries focused on cultural responsiveness. Challenge: Consistency and depth of reflection may vary.

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**Teacher Collaboration** – Concept: Joint work among educators to enhance practice. Related terms: co-teaching, collaborative planning. Explanation: Collaboration that respects cultural perspectives leads to richer instructional design. Example: Pairing a novice teacher with a veteran who incorporates regional customs. Practical application: Structure collaborative planning time with cultural focus prompts. Challenge: Scheduling constraints and differing cultural viewpoints.

**Teaching Repertoire** – Concept: The set of instructional strategies a teacher employs. Related terms: instructional toolkit, pedagogical repertoire. Explanation: Expanding the repertoire to include culturally responsive methods. Example: Adding folk storytelling as a literacy strategy. Practical application: Coach teachers to trial new culturally grounded techniques. Challenge: Resistance to altering familiar practices.

**Theme-Based Instruction** – Concept: Organizing curriculum around central cultural themes. Related terms: thematic teaching, integrated curriculum. Explanation: Themes reflect local values such as “respect for nature.” Example: A unit on “River Life” integrating science, language, and art. Practical application: Guide teachers in selecting themes that align with cultural events. Challenge: Ensuring thematic depth without sacrificing content breadth.

**Traditional Knowledge Integration** – Concept: Incorporating indigenous or long-standing cultural knowledge into lessons. Related terms: indigenous pedagogy, heritage learning. Explanation: Validates community wisdom as academic content. Example: Using rice-planting cycles to teach seasonal patterns. Practical application: Connect teachers with community knowledge keepers for lesson co-design. Challenge: Aligning traditional knowledge with formal curriculum standards.

**Triadic Coaching Model** – Concept: A three-person coaching structure involving coach, teacher, and cultural liaison. Related terms: co-coaching, collaborative triad. Explanation: The liaison provides cultural insight, enhancing relevance. Example: A cultural liaison advises on appropriate language use in student feedback. Practical application: Establish regular triadic meetings to discuss instructional adaptations. Challenge: Coordinating roles and maintaining clear communication.

**Undercounting** – Concept: Failure to accurately capture the presence of cultural groups in data. Related terms: data omission, representation gap. Explanation: Leads to misinformed decisions about resource allocation. Example: Not recording students from minority ethnic groups in enrollment statistics. Practical application: Coach schools to implement comprehensive demographic tracking. Challenge: Lack of standardized data collection tools.

**Verb-Centered Coaching** – Concept: Coaching that focuses on specific teacher actions rather than abstract concepts. Related terms: action-oriented coaching, behavior focus. Explanation: Emphasizes observable practices that can be culturally adapted. Example: Coaching a teacher to use “greeting gestures” at the start of class. Practical application: Create verb-lists that incorporate culturally resonant actions. Challenge: Ensuring verbs align with both pedagogical and cultural goals.

**Virtual Coaching Platforms** – Concept: Online tools that facilitate coaching across distances. Related terms: digital coaching, e-coaching. Explanation: Enables access to cultural resources and expert mentors. Example: Using video conferencing to observe a teacher’s lesson in a remote village. Practical application: Train

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teachers on platform use and cultural etiquette for virtual interactions. Challenge: Bandwidth limitations and digital literacy gaps.

**Visionary Leadership** – Concept: Leaders who articulate a future that embraces cultural diversity. Related terms: transformational leadership, cultural vision. Explanation: Sets the tone for culturally responsive practices school-wide. Example: A principal who champions a “Thai Cultural Heritage Week.” Practical application: Coach leaders to develop strategic plans that embed cultural goals. Challenge: Aligning visionary goals with existing policy constraints.

**Whole-School Approach** – Concept: Coordinated effort across all school functions to embed cultural responsiveness. Related terms: school-wide reform, systemic integration. Explanation: Involves curriculum, climate, assessment, and community relations. Example: Implementing a school-wide policy that celebrates local festivals in classrooms. Practical application: Use coaching cycles to align each department’s initiatives with cultural objectives. Challenge: Achieving coherence among diverse stakeholder priorities.

**Zone of Proximal Development (ZPD)** – Concept: The gap between what a learner can do independently and with support. Related terms: scaffolding, developmental support. Explanation: Cultural scaffolds can bridge the ZPD for learners from diverse backgrounds. Example: Providing bilingual prompts to support comprehension of a new concept. Practical application: Coach teachers to identify cultural supports that expand students’ ZPD. Challenge: Recognizing when cultural support becomes over-scaffolding.

**Zoomed-In Observation** – Concept: Focused observation of specific cultural interactions within a lesson. Related terms: micro-observation, targeted watching. Explanation: Allows coaches to capture nuanced cultural dynamics. Example: Observing how a teacher uses respectful language during student presentations. Practical application: Use a checklist that highlights cultural interaction points. Challenge: Maintaining objectivity while interpreting cultural cues.