



Student coaching and student well-being according to Fontys



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Fontys principles of student coaching and student well-being

Why have these principles?

Fontys University of Applied Sciences has a broad range of study programmes that all have one thing in common: Fontys trains students to become meaningful professionals with TEC skills.

Students learn best when they feel at ease in their learning environment and are challenged sufficiently. Student coaches and career advisers can play a pivotal role in this respect. They encourage and foster the personal and professional development of every student. The student coaches give the students tools to develop skills like personal leadership, a research-oriented and entrepreneurial attitude and a moral compass.

Centred around the students' needs, a number of principles have been formulated that contribute to student coaching (source: Fontys Focus Student).



**“ I dared to share my doubts.
The student coach helped me to get back on
track”**

**Anne Tuinstra
Academy for Creative Industries**

Student coaching according to Fontys

Fontys believes student coaching is very important. For this reason, several ambitions and promises concerning student coaching are included in Fontys Focus 2020:

1. Fontys considers each student to be a serious and equal partner in the dialogue to be held.
2. We stimulate students to discover their own talents and developing themselves optimally and individually to become someone who is prepared for the workplace, who takes social responsibility, contributes to innovations in their field of work and continues to develop themselves.

To be able to fulfil these ambitions, every Fontys School translates them into a vision or policy on student coaching, which is aligned with the School's educational- and learning vision and with the pedagogic didactic model that is used. These student coaching principles are also based on insights derived from both scientific and practical research in higher professional education. They are designed as a tool that can be used to shape the ambitions and promises within each of the Fontys Schools.

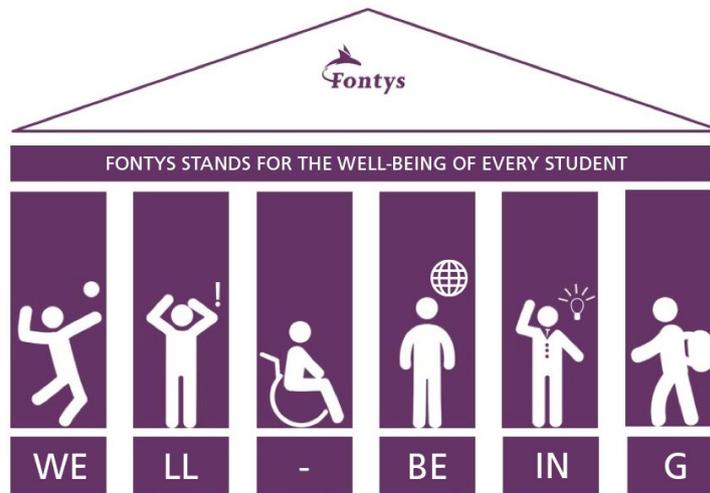
The three student coaching principles are equally important in encouraging and fostering the development of the student into a meaningful professional and providing each student the coaching they need.

The principles

Involvement and connection	Personal and professional development and career development	Meaningful and challenging
<p>Each student:</p> <ul style="list-style-type: none">• Is paid attention to.• Is part of a professional learning community.• Has one or more coaches within that community who can be reached in an accessible and approachable way. <p>This makes students feel more at ease and actively involved sooner (social and academic integration).</p> <p>Why Active involvement and personal leadership contribute to a feeling of competence, study success and (intrinsic) motivation, which in turn has an influence on academic achievement.</p> <p>How During the learning process, coaches can be different people who use their expertise to help students to take the next step and to create involvement and connection with the professional learning community.</p>	<p>The (study) career of the student already started before he joined Fontys. This also continues once the student has become an alumnus. It is for this reason that coaching is not only given on the progress of the study but especially on professional and career development.</p> <p>Why In this way, students can take responsibility themselves and make choices that help them to continue to take steps towards achieving their own (career) objectives.</p> <p>How Coaches continually hold up a mirror to students regarding the experiences they have in and outside the study programme. The result is that students become increasingly good at expressing or showing who they are, what their capabilities are and the areas in which they would like to develop, in order to become the professional they would like to be. In short: the development of their professional identity.</p>	<p>Each student receives solicited and sometimes also unsolicited coaching and is challenged to use his talents in order to achieve his career objectives.</p> <p>Why Coaching on talent and personal leadership stimulates a feeling of autonomy and thus the student's motivation. This makes learning a meaningful and motivating process for the student, the coaches and peers in the professional learning community.</p> <p>How The coach shows the student or lets the student experience or discover his own capabilities (including the less obvious ones) in order to be able to take the next step in his (study) career. This way, the student experiences more freedom of choice (autonomy). The coach makes use of rich feedback to challenge the student to get the best out of himself.</p>

Well-being according to Fontys

One of the ambitions expressed by Fontys in the Fontys Focus 2020 concerns maximum and optimal personal development of each individual student. In this context, Fontys attaches great importance to enabling every student to enhance their talent and conduct research and experiments. Personal leadership is a key concept here. Fontys supports students in the development of their personal leadership and enables lecturers and staff to support every student and to challenge them in the process of their development. Fontys acknowledges that there are (groups of) students who indicate that besides personal leadership development, they also need additional support or challenges. Fontys has additional facilities and arrangements for these students, lecturers and staff to ensure that they can also develop themselves to the full.



Because we are all responsible for the well-being of every student, the table on the following page indicates the role all those involved play in promoting well-being.

Roles of those involved

Student

Develop and deploy personal leadership

Students are able to deploy their talents and take responsibility for their learning process and career development.

Why

The field of work demands employees who dare and are able to take the initiative to commit themselves to solving social issues in an innovative and interdisciplinary way. In order to be able to fulfil this role, it is important for you as a professional to know who you are, what your capabilities are and what you stand for.

How

The student informs the student coach about what he needs to be able to study successfully. They enter into dialogue with one another to decide what the student needs in order to achieve this.

Lecturer/student coach

Coaching and encouraging personal leadership

Students are supported and challenged to enable them to take responsibility for their own development and (study) career (choices).

Why

Students are new professionals and need a challenge (high expectations) and suitable support to get the best out of themselves and to develop their talents optimally.

How

The lecturer/student coach makes use of tools, instruments, networks and range of professionalisation services to increase his coaching skills and, on the basis of early signalling, to enter into dialogue with the student about what he needs to be able to study successfully.

Organisation

Encourage and facilitate co-creation

The organisation supports student coaches in carrying out their task well with policies, arrangements, advice from second-line experts, professionalisation and knowledge sharing.

Why

Coaches support students in their learning process and issues outside it (for example, psychological complaints, wrong choice of study programme, informal care, own company). They can consult second-line coaches / specialists.

How

- Policies and arrangements for top athletes, student entrepreneurs, students who are involved in management activities.
- Advice to coaches: Student deans, student psychologists and study career choice advisers.
- Professionalisation and knowledge sharing for coaches regarding student coaching and student well-being.



“That there’s always someone to think along with you. Not on the basis of strict rules but on the basis of the experiences of the student.”

Sjoerd Burm
Fontys School of Engineering



“ I do what motivates me thanks to feedback from my academic counsellor and other students.”

Laurens Kubinek
Fontys School of Marketing and Management

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