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Coaching in secondary and tertiary education

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Propositions pertaining to the dissertation

Coaching in secondary and tertiary education: The effects of two interventions on students' well-being and teachers' stress

1. When implemented well, the YCDI! Mentoring Program (Bernard, 2005) is a promising approach to help students improve emotionally and behaviourally. (This dissertation).
2. Teachers' judgements about the behaviours and emotions of their students are not without biases. (This dissertation).
3. Teachers do not always notice that students have a low *self-image* and low *self-belief*. (This dissertation).
4. Early implementation of social-emotional programmes in schools may help children acquire essential socio-emotional skills their parents/caregivers fail to provide at home. (This dissertation).
5. Experimenting with a whole-class coaching approach using the 5Keys in the YCDI! Mentoring Program (Bernard, 2005) proved to be more effective in tertiary education than in secondary education. (This dissertation).
6. Coaching secondary school underachievers to master the 5Keys in the YCDI! Mentoring Program (Bernard, 2005) may be more effective when the coaching sessions are organised in smaller groups than in whole-class approaches. (This dissertation).
7. Student-related teacher stress might be lower in the Northern part of the Netherlands than in other parts of the country. (This dissertation).
8. Finding a theoretically well-underpinned coaching programme is easier than implementing the programme and evaluating its effectiveness. (This dissertation).
9. Educating parents and early education teachers to rear emotionally healthy children is more rewarding for the society than treating emotionally unhealthy adults. (Ellis, & Bernard 2006).
10. Getting a child and having a busy job is not an obstacle for the completion of a Ph.D dissertation.