COACHING AND MENTORING: How and where to begin utilizing available resources

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OBJECTIVES

- Learn strategies for establishing boundaries and using clear communication skills within the supervisor/supervisee relationship

- Examine approaches to establishing center-wide and/or grantee-wide learning communities.

- Review of Reflective Supervision, Reflective Practices, Peer-Mentoring, Practice-based Coaching (PBC) and Teachers Learning and Collaborating (TLC)

- Create a sample coaching plan that can be easily implemented and managed.

Educational Kinesiology

BRAIN GYM ® Morning Routine

Zip Up

Cross Crawl

Thinking Caps

Positive Points

Hook Ups

Water

BOUNDARIES ACTIVITY

| SETTING A BOUNDARY IS NOT:	SETTING A BOUNDARY IS:
Making a threat	*Communicating clearly what the consequences will be if the other person continues to treat us in an unacceptable manner.
An attempt to control	*Defining ourselves & what is acceptable to us -a major step in taking control of what we can in how we allow others to treat us, & in taking responsibility for our self and our life
A more sophisticated way manipulation	*A letting go of the outcome

WHERE DO YOU HAVE A TENDENCY TO BE?

**Boundary issues
can be at both ends of the spectrum**

Under involvement

Over involvement

**ZONE OF
HELPFULNESS**
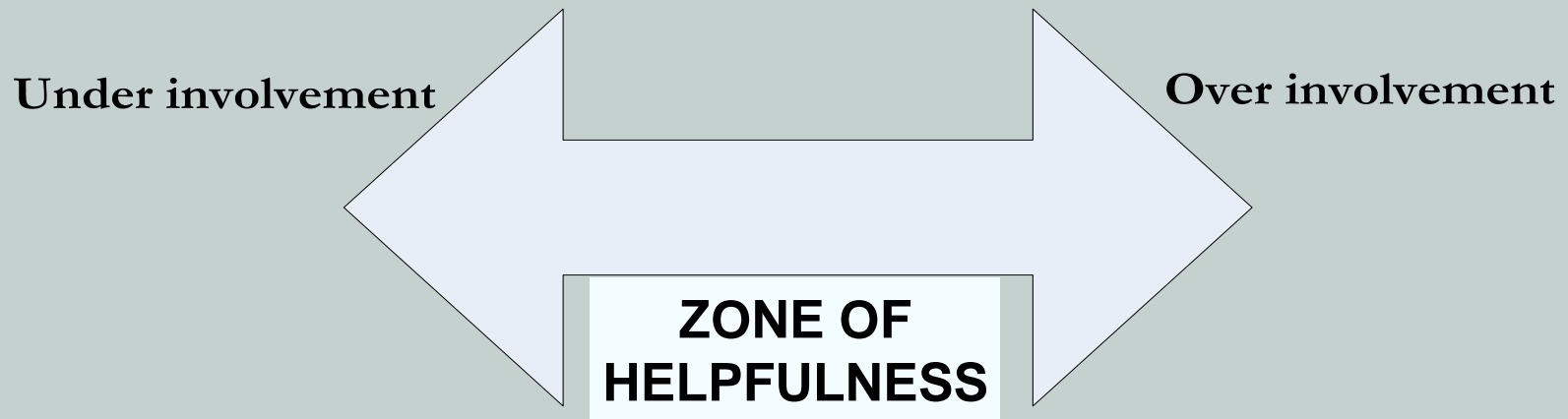
Adapted from NCSBN 1996

IT'S ALL ABOUT BALANCE!

SETTING LIMITS *WITHOUT* DAMAGING RELATIONSHIPS

- Establish clear expectations and limits at the beginning of the relationship and consistently follow through with limits set

- Request specific changes when you have yet to see any
  - FIRST seek to understand
  - Firmly specify the change you need to see
  - Require changes in performance levels & clarify consequences
  - Offer support
  - Conclude with a positive statement

- Stay focused on the outcome of strengthening the relationship **AND** getting done what you are accountable to get done

COMMUNICATE HOW YOU FEEL IN A FIRM AND COMPOSED MANNER:

- **When you . . . . .**
  - Describe specific behavior versus interpreting assumptions about what the behavior means.

- **I feel . . . . .**
  - Express emotions in a healthy and honest way.

- **I need . . . .**
  - Describe the kind of behaviors that would give you the message that you want from the other person.

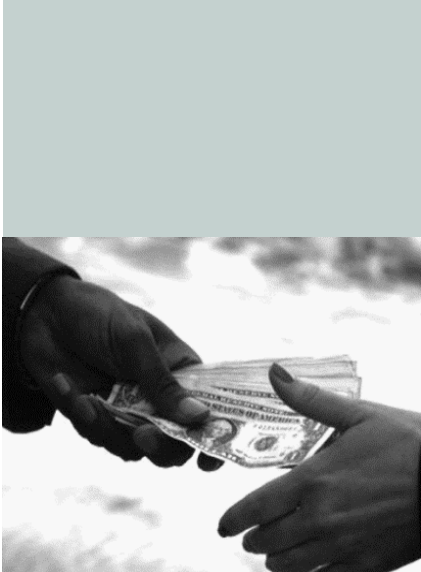# BARRIERS TO RESPECT OF SELF AND OTHERS

- Perceptions are so real

- We have each woven our own perceptions based on past experiences…

- Culture, choice, and belief system – all fit in to your perception of things – they feed the perception and are a reflection of it

CONTRACTS

RELATIONSHIP AGREEMENT

Purpose of Coaching Relationship:

Intended Outcomes:

Expectations of Coach:

Expectations of Coachee:

Coach and Coachee will meet on/at:

Logistical issues:

Terms of the relationship: *Example*

GROUND RULE	Ini tia l	Ini tia l	GROUND RULE	Ini tia l	Ini tia l
Being on time			Being respectful at all times		
Calling if delayed			Maintaining confidentiality		
Staying present and focused at meeting			Commitment to resolving difficulties as they arise		

Short Term Goals:

Long Term Goal(s):

_____   _____

Coachee   **Date**   **Coach**   **Date**

ACTION PLAN

- Practice establishing a Relationship Agreement with a group near you.

- Have 2 people volunteer to role play as though one of you is the coach/supervisor and one the coachee/supervisee.

- Dialogue with the group how it went.

BREAK – 30 MINUTES

- When you come back we'll focus on:

    - Communication Strategies

    - Establishing learning communities;

    - Looking at Reflective Supervision, Reflective Practices, Peer-Mentoring, Practice-based Coaching (PBC) and Teachers Learning and Collaborating (TLC)

    - Creating a sample coaching plan that can be easily implemented and managed

NAEYC CODE OF ETHICAL CONDUCT

- Ethical Responsibilities to Children
  - Provide care & education in settings that are safe, healthy, nurturing, and responsive for each child.
  - Support children's development and learning.
  - Help children learn to live, play & work cooperatively, and respect individual differences
  - Promote children's self-awareness, competence, self-worth, resiliency, and physical well-being.
- Ethical Responsibilities to Families
- Ethical Responsibilities to Colleagues
- Ethical Responsibilities to Community & Society

COMMUNICATION

OF WHAT IS COMMUNICATED:

- 7% comes from our words

- 55% comes from our body language

- 38% comes from our tone

Therefore, 93% of communication
is implied and interpreted.

ACTIVITY:
"I didn't say you had an attitude problem."

ATTENDING

Nonverbal Components
- Posture
- Gesture
- Muscle tension
- Facial expression
- Breathing

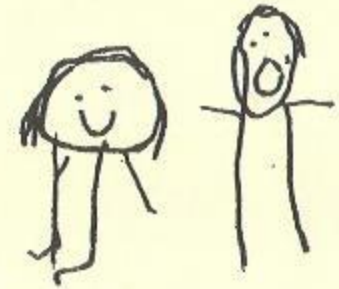## Verbal Components
- Intonation
- Pitch
- Pace
- Volume
- Words

Mirroring

Attuning

Rapport

LISTENING

- Coming present (attending)

- "Neutral" – *Institute of HeartMath*

- "Deep Heart Listening" – *Institute of HeartMath*
  - <u>Word level</u> – what is actually said
  - <u>Feeling level</u> – the feelings or frequencies behind the words
  - <u>Essence level</u> – the real meaning

PAUSING

PROVIDE SPACE FOR THINKING

- Pause… after asking a question

- Pause … after a response

- Pause… before your response
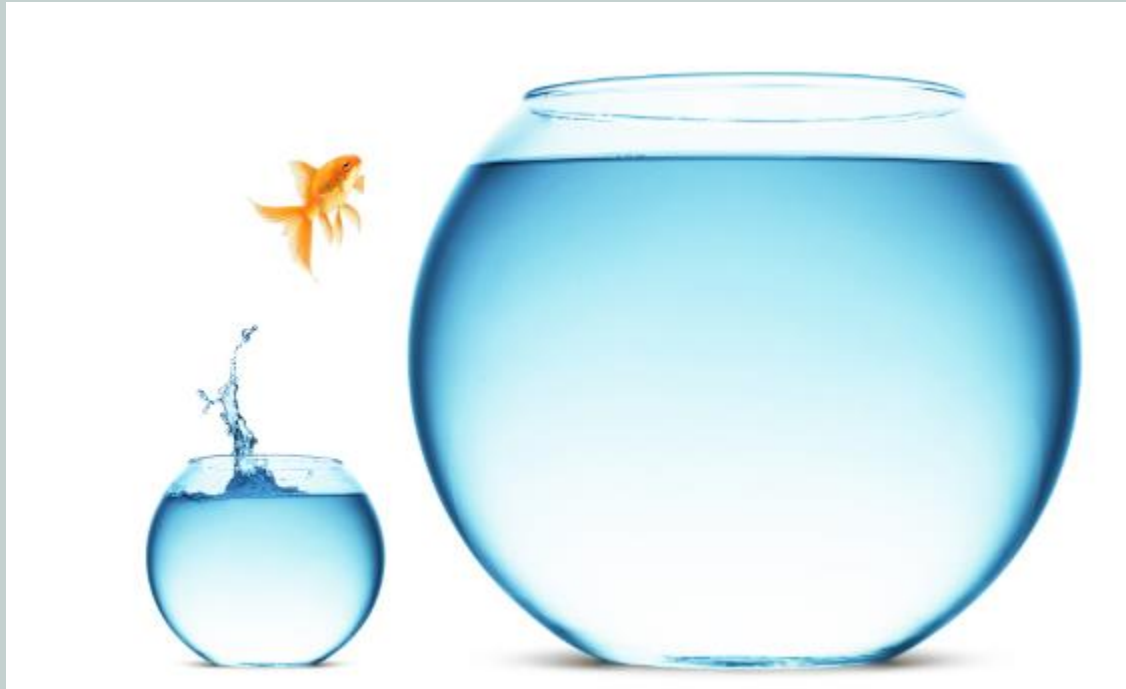
What risk would you take
if you knew you could not fail?

THE POWER OF QUESTIONS

- Questions that cause thinking produce more learning than do statements

- The best questions prompt thinking from multiple perspectives

- Rich thinking questions help coachees:
  - Regard their work in greater detail
  - Make better decisions
  - Use more flexible thinking
  - Reflect on their perceptions and assumptions

WHAT IS A POWERFUL QUESTION?

- Open-ended

- Judgment-free

- Uses explorative language

- Spoken with an open, approachable voice

- Invites thinking

PLANNING CONVERSATIONS

- Planning Conversations answer the following powerful questions:
  - What are your goals?
  - How will you know if you are successful?
  - What might be some approaches you've considered?
  - What is critical for you to pay attention to in yourself?
  - How has this conversation supported your learning?

REFLECTIVE CONVERSATIONS

- Reflective Conversations answer the following powerful questions:
  - How did it go?
  - How will your learning impact your next lesson?
  - How will you make sure you apply your new learning?
  - How has this conversation supported your learning?

TYPES OF LEARNING COMMUNITIES

- Dialogue
- Facilitated Dialogue
- Learning Communities
- Communities of Practice

METHODOLOGIES

- Reflective practices

- Peer-Mentoring

- Coaching

- Practice-based coaching (PBC)

- Teachers Learning and Collaborating (TLC)

- Reflective Supervision

REFLECTIVE SUPERVISION

- is a relationship-based process where relationships are valued as a foundation for doing business and supported by the organizational structure, mission, and supervisory style.

- is a strength-based approach designed to encourage learning through thoughtful observation of oneself and others.

- focuses on the goal of assuring that staff's work is of the highest possible quality and program outcomes are met.

BUILDING BLOCKS OF REFLECTIVE SUPERVISION

- **Reflection**
  - Requires a foundation of acceptance and trust.
  - Creates an environment where people do their best thinking.
  - Involves regular dialogue with prompt, clear honest feedback.
- **Collaboration**
  - Allows staff to express interest in taking on new tasks.
  - Offers chance to learn from and teach staff.
  - Provides opportunities to share decision making and cultivate leadership.
- **Regularity**
  - Scheduled with sufficient time. More frequent at beginning.

REFLECTIVE SUPERVISION   VS.   COACHING

ULTIMATE GOAL:

- Enhanced organizational capacity to use the principles of relationship-based practice to provide the highest quality services to young children.

- Enhanced individual capacity to be self-aware, self-regulating and reflective.

- Sustained performance, competence and confidence to engage in reflection on actions, self-correction and generalization of new knowledge, skills and strategies to other situations as appropriate.

Rush & Sheldon, 2011

COACHING BENEFITS

- Promotes the ability to reflect on action

- Supports learning

- Increases competencies (knowledge, self knowledge, attitudes and skills)

- Stimulates one's ability to generalize new skills and knowledge to other situations

- Allows the staff person to experience the relationship that she is expected to provide for children and families – Parallel Process!

PRACTICE-BASED COACHING

*Practice-Based Coaching is a <u>cyclical process</u> for supporting teachers' use of effective **teaching practices** that lead to* positive outcomes for children. The coaching-cycle components are:

1. <u>Planning goals and action steps</u>,
2. Engaging in <u>focused observation</u>, and
3. <u>Reflecting on and sharing feedback</u> about teaching practices. *Practice-Based Coaching* occurs within the context of a <u>collaborative partnership</u>.

PRACTICE-BASED COACHING FRAMEWORK

WHAT ARE TLCs?

- **Specific model** of delivering PBC

- **Structured and facilitated** work groups of teachers supporting teachers

- Non-evaluative

- Scalable, sustainable, and cost effective

KEY FEATURES OF TLCs

- Ongoing process

- Structured

- Specific tools/strategies

- Use of video

- Support from multiple sources

- Individualized content

ACTION PLAN

- Utilizing the resources you have available at your program, create a sample coaching plan that can be easily implemented and managed. (Use the Coaching Plan format on your handout.)

QUESTIONS

- Contact Information:
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  - Sherri Drake: sdrake@fhi360.org

EXAMPLES of EFFECTIVE LEARNING FORMATS

Dialogue
An exchange of ideas & opinions

Facilitated Dialogue
A conversation between 2 or more individuals or groups in which a facilitator helps participants engage in productive conversation regarding issues of mutual concern.

Learning Communities
A group of people who share common emotions, values or beliefs & are actively engaged in learning together from each other.

Communities of Practice
A group of people who share a concern or passion for some-thing they do & learn how to do

http://www.orthopaedicsone.com/display/Main/Community%2Bof%2BPractice

it better as they interact regularly. Through the process of sharing information & experiences with the group, the members learn from each other, & have an opportunity to develop themselves personally and professionally.
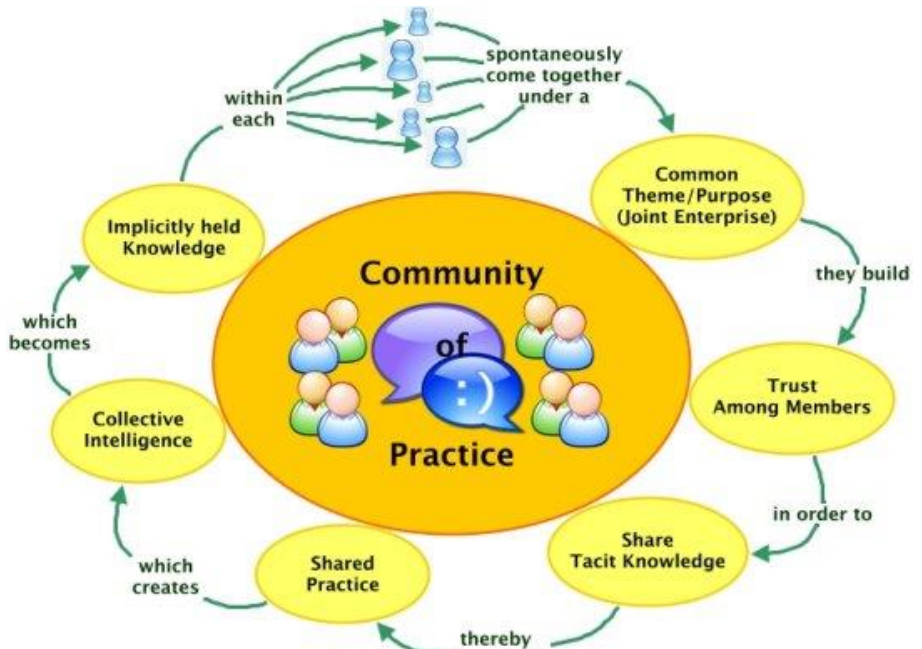
COACHING Plan Action Steps:					
ACTIVITIES/STRATEGIES to address identified issues/concerns	**STAFF RESPON-SIBLE**	**RESOURCES I TO SUPPORT ACTIVITIES**	**TIMELINE:** 1. Target 2. Actual Complete	**EVALUATION:** Evidence of Success	**STATUS**
Determine: • Methodology to implement • Data to use to create goals and evaluate the experience. • Budget for coaching • Record Keeping & Reporting •		Program/Class-room Data	1. 2.		
Professional Development needed: • Personal/Professional Boundaries Code of Ethical Conduct • Ratio of coach to coachee (1-6) to support teaching practice improvement •		Budget Time Facilitators of Learning	1. 2.		
•			1. 2.		
•			1.		

Relationship Agreement

Purpose of Relationship:

Intended Outcomes:

Expectations of *(Coach/Supervisor)***:**

Expectations of *(Coachee/Supervisee)***:**

Coach/Supervisor **and** *Coachee/Supervisee* **will meet on/at**:

Logistical issues: *Examples:*
- *Frequency, location and timeframes of meetings*
- *What will occur if a call must be changed by either person*
- *Scope of issues to be addressed at the meeting*
- *Identification of strengths and needs*

Terms of the relationship: *Examples*:

GROUND RULE	Initi	Initi	GROUND RULE	Initi	Initi
Being on time			*Being respectful at all times*		
Calling if delayed			*Maintaining confidentiality*		
Staying present and focused at meeting			*Commitment to resolving difficulties as they arise*		

Short Term Goals:

GOAL #1:_____

_____

Activities/Strategies	Resources Needed	Dates: 1. Target Completion 2. Completion	Evaluation: Evidence of Success
1.		1.	
		2.	
2.		1.	
		2.	
3.		1.	
		2.	

GOAL #2:_____

_____

Activities/Strategies	Resources Needed	Dates: 1. Target Completion 2. Completion	Evaluation: Evidence of Success
1.		1.	
		2.	
2.		1.	
		2.	
3.		1.	
		2.	

Long Term Goal(s): *Example*: *Gain time management skills OR Learn how to care for self so can care for others.*

GOAL #1:_____

_____

Activities/Strategies	Resources Needed	Dates: 1. Target Completion 2. Completion	Evaluation: Evidence of Success
1.		1.	
		2.	
2.		1.	
		2.	
3.		1.	
		2.	

_____   _____
Coachee/Supervisee   **Date**   *Coach/Supervisor*   **Date**