COACHING TO ENHANCE EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT

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OBJECTIVES

- Identify the strategies required for a results- based coaching approach.

- Relate coaching theory to practice.

- Link the coaching approach within the workplace to effective professional development.

ISSUE IN ACCESSING PROFESSIONAL DEVELOPMENT

Majority of Early Childhood Educators (ECE) do not appear to be attending.

"Early childhood educators are being asked to have a complex understanding of child development and early education issues and provide rich, meaningful educational experiences for all children and families in their care."

(Sheridan, Edwards, Marvin & Knoche. 2009).

ECEs attending training report that they have difficulty with and require support in implementing what they have learned and transferring their knowledge within their daily practice.

"Early childhood professional development involves sustaining high quality professional practices by enhancing systems and individuals to engage in activities that are self-sustaining and growth-producing. This involves ensuring that the responsibility for delivering effective services and facilitating ongoing growth and development among practitioners is transferred from a formal trainer (coach, consultant, group facilitator) to individuals and groups of professionals within early childhood settings."

–SHERIDAN, ET.AL. 2009

WHAT DO YOU CONSIDER THE ROLE OF THE COACH IS?

THE ROLE OF A COACH

- open & trusting relationship

- resource

- mobilizer

- mediator

- confidentiality - safeguards

- maintain due diligence

- responsive & friendly

THE COACH

A coach is a facilitator not an expert and a positive reciprocal environment needs to be promoted.

It is important that a coach is aware of and understands new thinking within the field of early childhood education, staying up-to-date with approaches to ensure they are implementing current knowledge and best practice when modelling and coaching ECEs.

COACHING

Adult learning strategy that

- improves existing abilities

- supports a deeper understanding of practices in current and future situations

- develops new practices, skills and knowledge

- promotes constant assessment of self and learning gained and required

- building capacity

A good coach is able to:
- Actively Listen
- Build Rapport
- Ask Questions
- Demo Empathy
- Use Intuition
- Set SMART Goals
- Give Feedback

COACHING TO ADVANCE EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT

- Voluntary

- Non-judgmental

- Collaborative partnership to learn new knowledge and skills from the other

Remember and respect the demands on the Early Years Educator's (EYE) time to manage and support the children in their program, activities and routines.

Pre-planning and discussion will maximize opportunities for coaching sessions.

COACHING CONVERSATIONS

Three types:

- planned face-to-face

- "just -in-time"

- "on the fly"

Thinking about making time for coaching, identify opportunities within your role to implement a coaching conversation?

COACHING CHARACTERISTICS

5 research-based practice characteristic that lead to the intended outcomes

- Observation

- Joint Planning

- Action/Practice

- Reflection

- Feedback

Rush & Shelden, 2008

OBSERVE

- Observe the Early Years Educator within the context of their daily practice and everyday activities.

- Early Years Educator observes the coach model within the context of the practice.

JOINT PLANNING

- Conversation:

  - review practices, current challenges, previous plan

- Plan :

  - based on actions and ideas discussed

  - goal and strategies to be implemented

Build capacity of EYE to consider new information, learn new skills and implement positive changes from current level of understanding.

ACTION & PRACTICE

- Coach models practice within the Early Years Educator's everyday environment.

- EYE tries strategies with Coach observing and providing support

- EYE tries strategies independently

REFLECTION

Use of reflective questions to support the EYE in thinking about their practice, analysing and developing new actions to develop knowledge, understanding and practices.

Reflective questions relate to four different types of content:

1. Knowledge and understanding

2. Practice

3. Outcomes

4. Evaluation

FRAMEWORK FOR REFLECTIVE QUESTIONING

CASE*tools*

Framework for Reflective Questioning

Question Content \ Question Type	**A**wareness	**A**nalysis	**A**lternatives	**A**ction
Knowledge/ Understanding (What you know)	What do you know about…? What is your current understanding of (topic, situation)? *Probes (e.g.,):* How did you come to believe this?	How does that compare to what you want to know about…? How is that consistent with (standards, evidence)…? What do you know now after trying…? How does that compare with what you originally thought?	How could you find out about…? What different things could you do to learn more about …? What are other ways to view this for next time?	How do you plan to learn more about…? What option do you choose? Why? How are you going to put that into place? *Probes(e.g.,):* What resources do you have? What supports will you need? Where will you get them?
Practice (What you did)	How are you currently doing…? Why? What kinds of things did you do (have you done so far)? Why? What kinds of things did you try? Why? What kinds of things are you learning to do? What did you do that worked well? *Probes(e.g.,):* What is the present situation in more detail? Where does that occur most often? When did you first notice this?	How is that consistent with what you intended to do (wanted to do)? Why? How is that consistent with standards? Why?	What else could you have done to make practice consistent with standards? Why? What would you do differently next time? How might you go about doing that? What different ways could you approach this? *Probes(e.g.,):* What would it take for you to be able to do…? What would you need to do personally in order to do…?	What do you plan to do? When will you do this? What option did you choose? *Probes(e.g.,):* What types of supports will you need? What resources do you have? What would it take for you to be able to do…? What would you need to do personally in order to do…?
Outcomes (What was the result)	How did that work for you? What happened when you did…? Why? How effective was it to do that? What did you achieve when you did that? What went well? *Probes(e.g.,):* How do you feel about that? What do you think about…? How much control do you have over the outcome?	How did you know you needed to do something else? How did that match (or was different from) what you expected (or wanted) to happen? Why? How do these outcomes compare to expected outcomes based on standards of practice? What *should* happen if you're really doing (practice)? What brought about that result? *Probes(e.g.,):* How do you feel about that? What do you think about…?	What else might happen when you do …? Why? What different things could you have done to get expected outcomes? What might make it work even better next time?	Which option could get the best result? What do you plan to do differently next time? *Probes(e.g.,):* What types of supports will you need? What resources do you have/need? Where will you get them?
Evaluation (What about the process)	What opportunities were useful to you in achieving… (or in learning…)? In what way? How was it useful? Why? What supports were most helpful? What about the supports were most helpful?	How was that consistent with what you expected?	What other opportunities would be useful?	What opportunities do you want to access? How will you access those opportunities? *Probes (e.g.,):* What resources do you need? Where will you get them?

HOW DO YOU LIKE TO RECEIVE FEEDBACK?
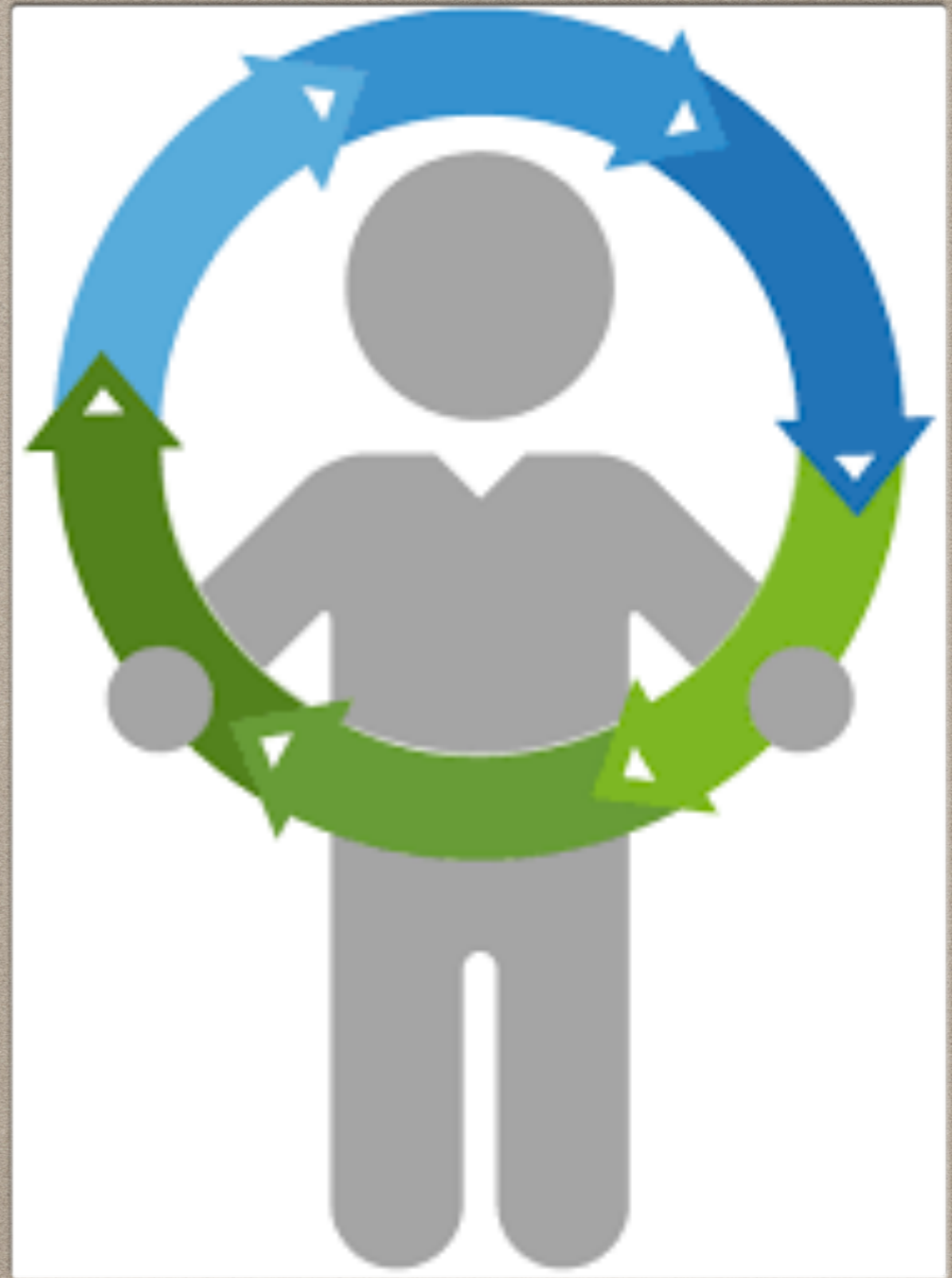
FEEDBACK

- Non-committal acknowledgement to affirm EYE

- Provides positive feedback

- Shares information to build upon knowledge and skills

- Build capacity of EYE to consider new information, learn new skills and implement positive changes from current level of understanding.

THE COACHING PROCESS

The coaching process is consistent with adult learning theories:

1. starting with what the person already knows or is doing related to their identified priorities,

2. building upon existing knowledge and skills,

3. applying the new information and strategies in meaningful contexts, and then

4. evaluating the effectiveness of their actions and generating alternative approaches.
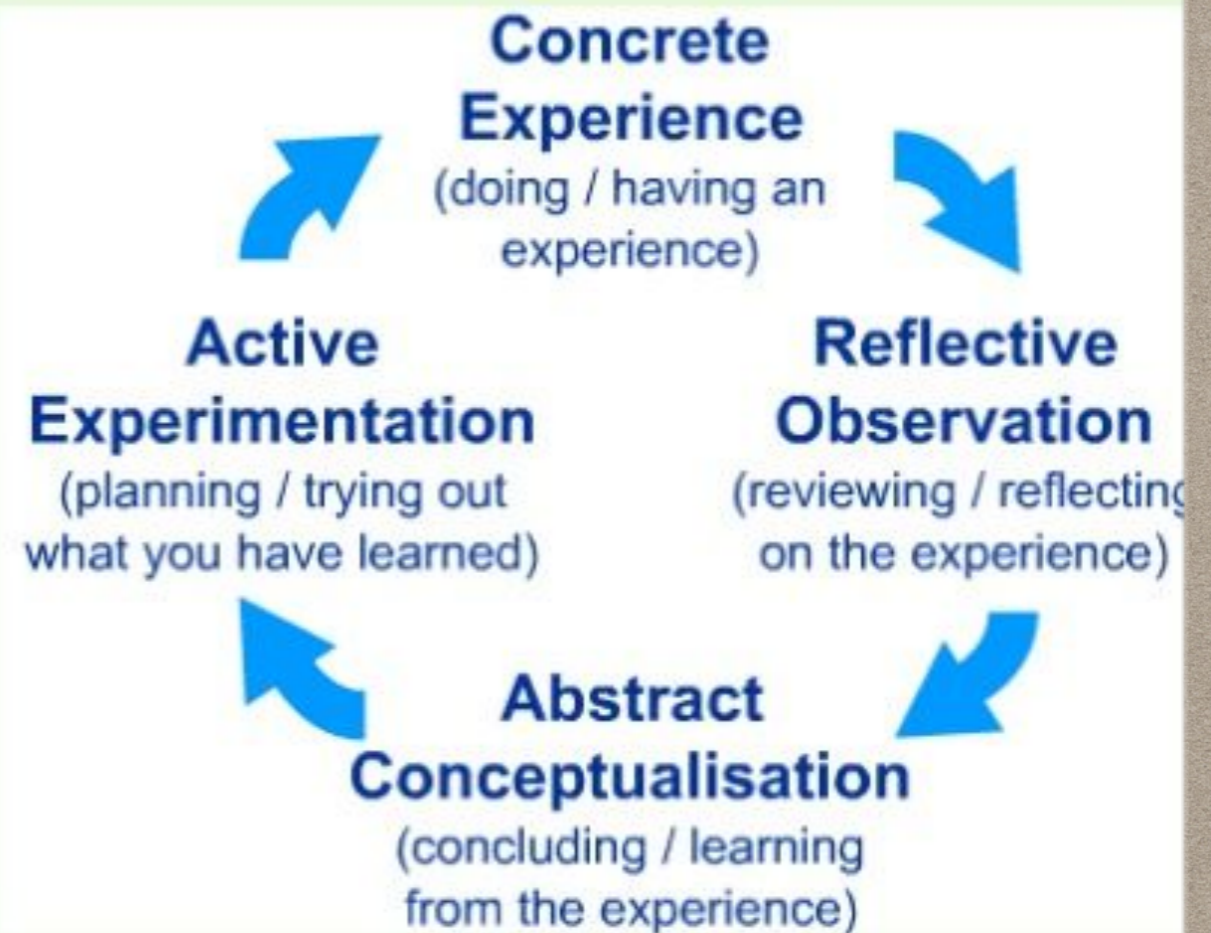
(Bransford et al.,2000)

EXPERIENTIAL LEARNING CYCLE

Kolb & Fry's 4 stages:

1. experience

2. process

3. generalisation

4. application

The Kolb learning cycle

Concrete Experience
(doing / having an experience)

Reflective Observation
(reviewing / reflecting on the experience)

Abstract Conceptualisation
(concluding / learning from the experience)

Active Experimentation
(planning / trying out what you have learned)

COACHING FOR EFFECTIVE PROFESSIONAL DEVELOPMENT

- Strength-based approach

- Considers the individual's knowledge, understanding and experience

- allows EYE to observe, practice and evaluate

- Successes are instant, developing self-esteem and confidence

- Problems and concerns can be discussed allowing for reflection

- Continuous development and implementation of new strategies

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