

# Building Staff Capacity through Coaching and Reflective Practice

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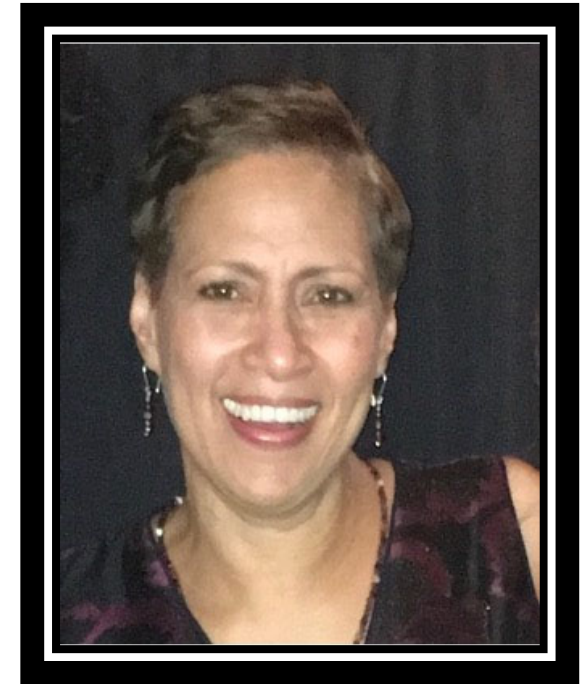
# Meet Your Trainers



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# Shared Agreements

1. Confidentiality
2. Mutual Respect
3. Be Engaged
4. Cell phones off/vibrate
5. Mute if you have background noise
6. What else?



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# Let's Get to Know Each Other

- What's your role in your program?
- Do you have coaching in your program?



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# Session Objectives

- Understand how practice-based coaching and reflective practices support effective teaching practice and build emotional capacity
- Explore principles of reflective practice and how they support building of collaborative relationships and feedback
- Recognize how utilizing reflective practice tools can enhance the coach–coachee relationship
- Practice integrating reflective practice principles into the aspects of the coaching cycle



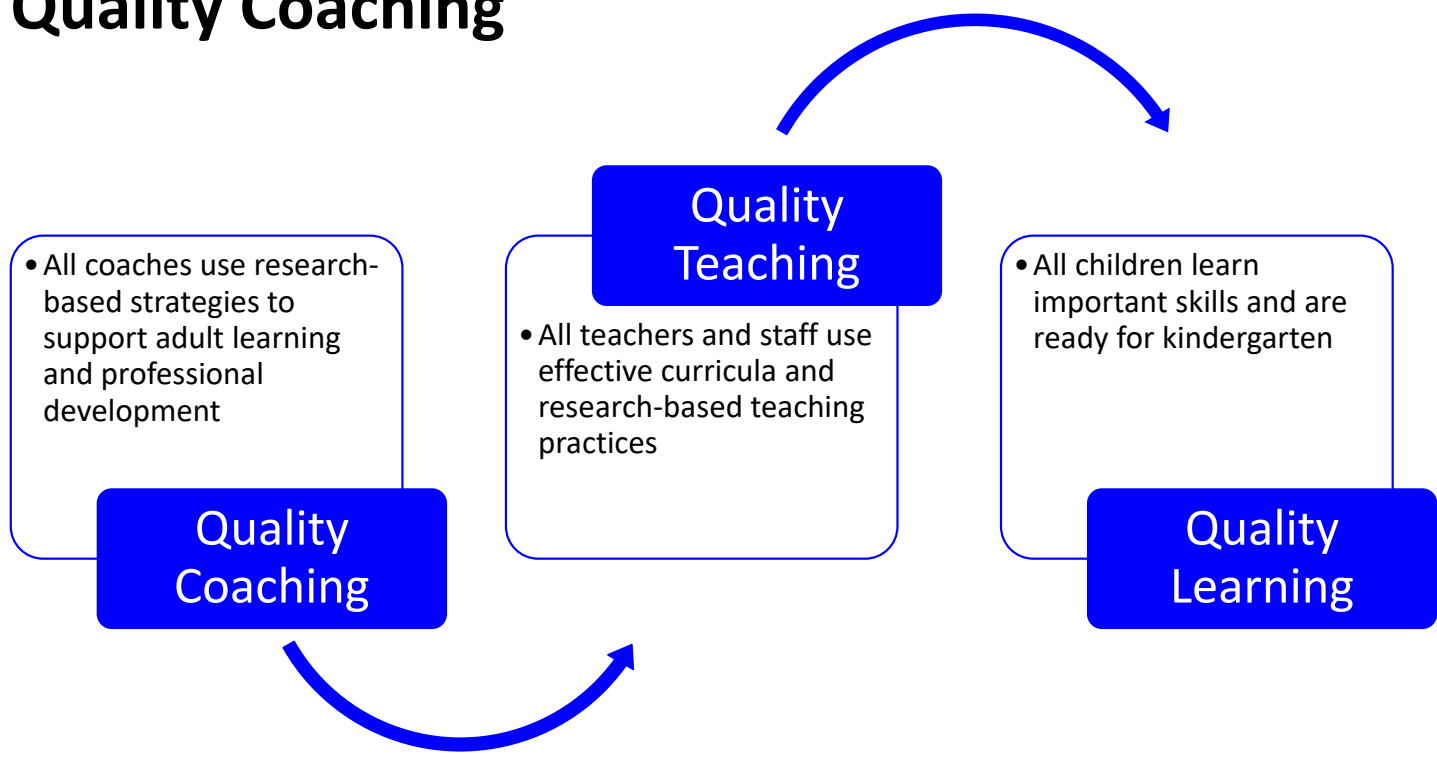
# What is Practice Based Coaching?

- A professional development strategy that uses a cyclical process
- Supports teachers' use of effective teaching practices that lead to positive outcomes for children
- Occurs in the context of collaborative partnerships



# Why Are We Here?

## Effects of Quality Coaching



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# Practice-Based Coaching & Reflective Practice

## Practice-Based Coaching



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# What is Reflective Practice?

- A cycle of ongoing learning that occurs when teachers and educators take the time to stop, think, challenge, and change their practices. This allows professionals to see new perspectives and ideas to advance children's learning and development.
- It enhances self-awareness, strengthens relationships, and promotes psychological safety.
- Creates a supportive work culture, fosters continuous professional growth, and allows us to consider the varying factors influencing families and colleagues to be taken into consideration while formulating a thoughtful response.



# How Reflective Practice Supports Coaching

Taking the time to reflect, pause & think about what has happened, what is happening, and what should happen next is essential to creating and maintaining positive coal-oriented relationships.

Reflection on our work allows us to:

- Sharpen our observation and communication skills with children and families
- Understand how our own experiences and beliefs influence our work
- Improve our skills in building mutually respectful partnerships
- Enhance our ability to communicate and build relationships with peers and community partners



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# Reflective Practices



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# Resilience Check-In



## Devereux Adult Resilience Survey (DARS)

By Mary Mackrain, M.Ed.

This survey was created to support adults as they reflect on how to promote the capacity for resilience in themselves. Take time to reflect on and complete each item on the survey below. There are no right answers! Once you have finished, reflect on your strengths and then start small and plan for one or two things that you feel are important to improve. For fun and practical ideas on how to strengthen your protective factors, use the chapters of *Building Your Bounce: Simple Strategies for a Resilient You*.

Items	Almost Always	Sometimes	Not Yet
<b>Relationships</b>			
1. I have good friends who support me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I have a mentor or someone who shows me the way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I provide support to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I am empathetic to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I trust my close friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Internal Beliefs</b>			
1. My role as a caregiver is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I have personal strengths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am creative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I have strong beliefs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I am hopeful about the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I am lovable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Initiative</b>			



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# Examples and Reflection

## Examples and Reflection Devereux Adult Resilience Survey (DARS)



Please use the extra space provided to further reflect on examples for each DARS item.

Relationships	EXAMPLES
1. I have good friends who support me.	
2. I have a mentor or someone who shows me the way.	
3. I provide support to others.	
4. I am empathetic to others.	
5. I trust my close friends.	
Internal Beliefs	EXAMPLES
1. My role as a caregiver is important.	
2. I have personal strengths.	
3. I am creative.	
4. I have strong beliefs.	
5. I am hopeful about the future.	
6. I am lovable.	
Initiative	EXAMPLES
1. I communicate effectively with those around me.	
2. I try many different ways to solve a problem.	
3. I have a hobby that I engage in.	
4. I seek out new knowledge.	
5. I am open to new ideas.	
6. I laugh often.	
7. I am able to say no.	



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# Insights

How does what you discovered impact your ability to incorporate reflection with your staff or other colleagues?



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# Collaborative Coaching Partnerships

## Practice-Based Coaching



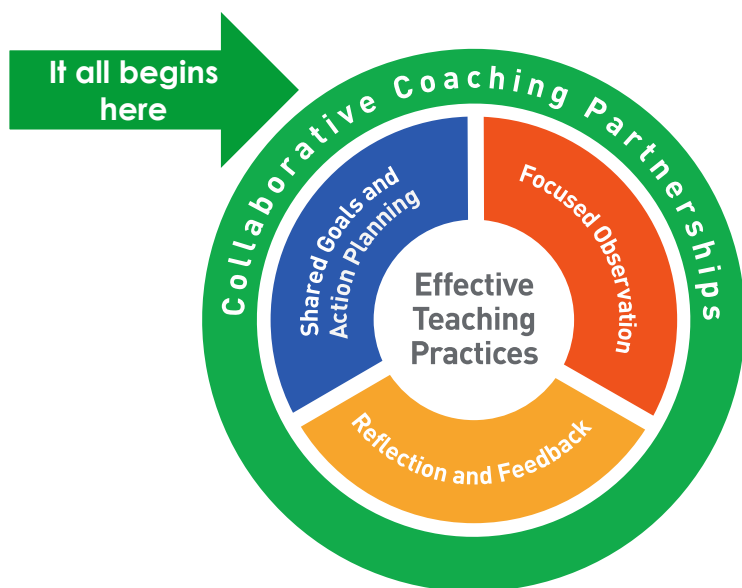
- Shared understanding of the goals of coaching
- Shared focus on Professional Development
- Support
- Rapport and trust
- Identified teaching practice
- Ongoing communication and support
- Celebrations



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# Collaborative Coaching Partnerships



Relationship is the foundation for reflective practice and collaborative partnerships

Growth and discovery about the work and oneself take place within the context of this trusting relationship.

To the extent that the coach, supervisor or consultant, and supervisee(s) or consultee(s) are able to establish a secure relationship, the capacity to be reflective will flourish.



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# Qualities of Supportive Collaborative Partnerships

Coaches establish a collaborative partnership by providing a safe space for teachers to ask questions, discuss problems, get support, gather feedback, reflect on practice, and try new ideas.

Collaborative partnerships are begun and developed by establishing rapport and shared understandings.

The coaching cycle is designed to strengthen collaboration and should be used systematically.

The coaching components require reciprocity, or two-way interactions.



# Qualities of a Reflective Relationship

- Listening
- Reflecting back on what you hear
- Being emotionally present
- Establishing consistent and predictable meeting times and communicating changes in advance
- Asking open-ended questions that encourage details about children, families and other circumstances
- Acknowledging feelings
- Allow time for personal reflection
- Attend to how their reactions are impacting their relationships with the children and families (parallel process)



# Reflection Requires

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INTENTIONAL  
SLOWING  
DOWN



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# Self-Reflection



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# Steps for Self-Reflection

- 1. Observe and remember what happens with children, families & staff**
  - Remembering and reflecting on our observations can be useful for improving what we do
- 2. Think about how your own experiences affect you and your work**
  - Understand our **personal reaction** (how a professional situation makes us feel) and our **professional action** (how we choose to respond professionally in action and words) as two separate things
  - Caring for children and families is at times very emotional, we need to be aware of how our personal perspectives influence our work



# Steps for Self-Reflection

## 3. Think about the perspectives of others

- Take the time to wonder about how others' individual experiences may influence how they behave or respond and notice if we are making assumptions based on our own experiences

## 4. Identify stressors

- Naming individual stressors and talking about them with other professionals can help



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# Self-Reflection Writing Exercise



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# Enjoy your lunch!



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# Reflective Practice Strategies for Building Collaborative Partnerships

1

Reflect on strengths and specific teaching practices you want to improve.

2

Reflect on the kind of supports a teacher might need.

3

Reflect on communication styles and how communication will be delivered.

4

Reflect on celebrations of successes.



# Collaborative Partnership: Building Rapport by Gathering Information About Teacher and Classroom

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# Video Review



What stood out to you?



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How could the coach have used reflective practice principles to support the collaborative partnership process?



# Practice-Based Coaching



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# Reflection During the Goal-Setting Process

- Invite input from the coachee on strengths and needs
- Reflect back on what the coachee shares in order to zero in on priorities
- Explore together what resources are needed to reach the goal
- Collaborate on identifying priority goals and documenting them in the action plan



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# Goal Setting

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# What Elements of Reflection Did You Notice?

- Listening
- Being emotionally present
- Reflecting back on what you hear
- Establishing consistent and predictable meeting times and communicating changes in advance
- Asking open-ended questions that encourage details about children, families and other circumstances
- Acknowledging feelings
- Allow time for personal reflection
- Attend to how their reactions are impacting their relationships with the children and families (parallel process)





# Practice-Based Coaching



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# Reflective Practices During Feedback

When reflecting and giving feedback, the coach:

- Shares observations
- Asks open-ended questions
- Guides discussion on practices that value and affirm all children
- Encourages recognition and sharing of assumptions and implicit biases
- Celebrates successes and progress



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# Reflective Feedback Example



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# What Elements of Reflection Did You Notice?

- Listening
- Being emotionally present
- Reflecting back on what you hear
- Establishing consistent and predictable meeting times and communicating changes in advance
- Asking open-ended questions that encourage details about children, families and other circumstances
- Acknowledging feelings
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# Active Listening: A Component of Reflective Practice

## HOW

- Avoid interrupting
- Listen to understand
- Listen without judgment
- Paraphrase and summarize
- Model positive nonverbal behavior
- Ask specific, open-ended questions
- Focus on the other person instead of yourself



## WHY

- Helps build stronger relationships
- Gain a deeper understanding of your friends and colleagues



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# Active Listening: Suggested Phrases

- “Tell me more about...”
- “I see.”
- “What happened next?”
- “So what you’re saying is...”
- “How did you feel after that?”
- “What would you like to do about...”
- “What can I do to help?”
- “Thank you for taking the time to speak to me.”



# Let's Practice Active Listening ....

1. Divide into groups of three
2. Identify who will be the first speaker, listener, and observer
3. Speaker shares a story for two minutes
4. Listener practices active listening skills
5. Debrief -the third person is the observer and can participate in the debrief
6. Switch roles & repeat #1-6



# Reflection

1. What was the experience like?
2. How did it feel to be the speaker?
3. How did it feel to be the listener?
4. Share your insights





# Next Steps

What elements of reflection do you most want to incorporate into your professional relationships?

What's one way you can intentionally use reflection in your coaching?

## Practice-Based Coaching



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events, use the QR below:



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