

National Institute of Early Childhood Development

POWERFUL INTERACTION

APPROACH TO COACHING

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ON-LINE QUESTIONNAIRES

Link: <https://tinyurl.com/ydehe69z>



POWERFUL INTERACTION

APPROACH TO COACHING

BASED ON 5 PRINCIPLES



OUR SHARING

Partnering with Early Childhood Teachers based on five Principles

- **Principle One:** Strengths-based Perspectives to highlight Competence
- **Principle Two:** Articulation, Sharing Observations and Describing why they are important
- **Principle Three:** Individualizing to support the development of Respectful and Trusting Relationships Needed for Learning
- **Principle Four:** A Mutual Learning Partnership promotes Shared Responsibility and Accountability
- **Principle Five:** Modelling Matters – What you say and do influences all outcomes



BE THE COACH

It takes time and practice to learn how to quiet 'me' and focus on the teachers.



PRINCIPLE ONE

Strengths-based Perspectives to highlight Competence



EFFECTIVE STANCE

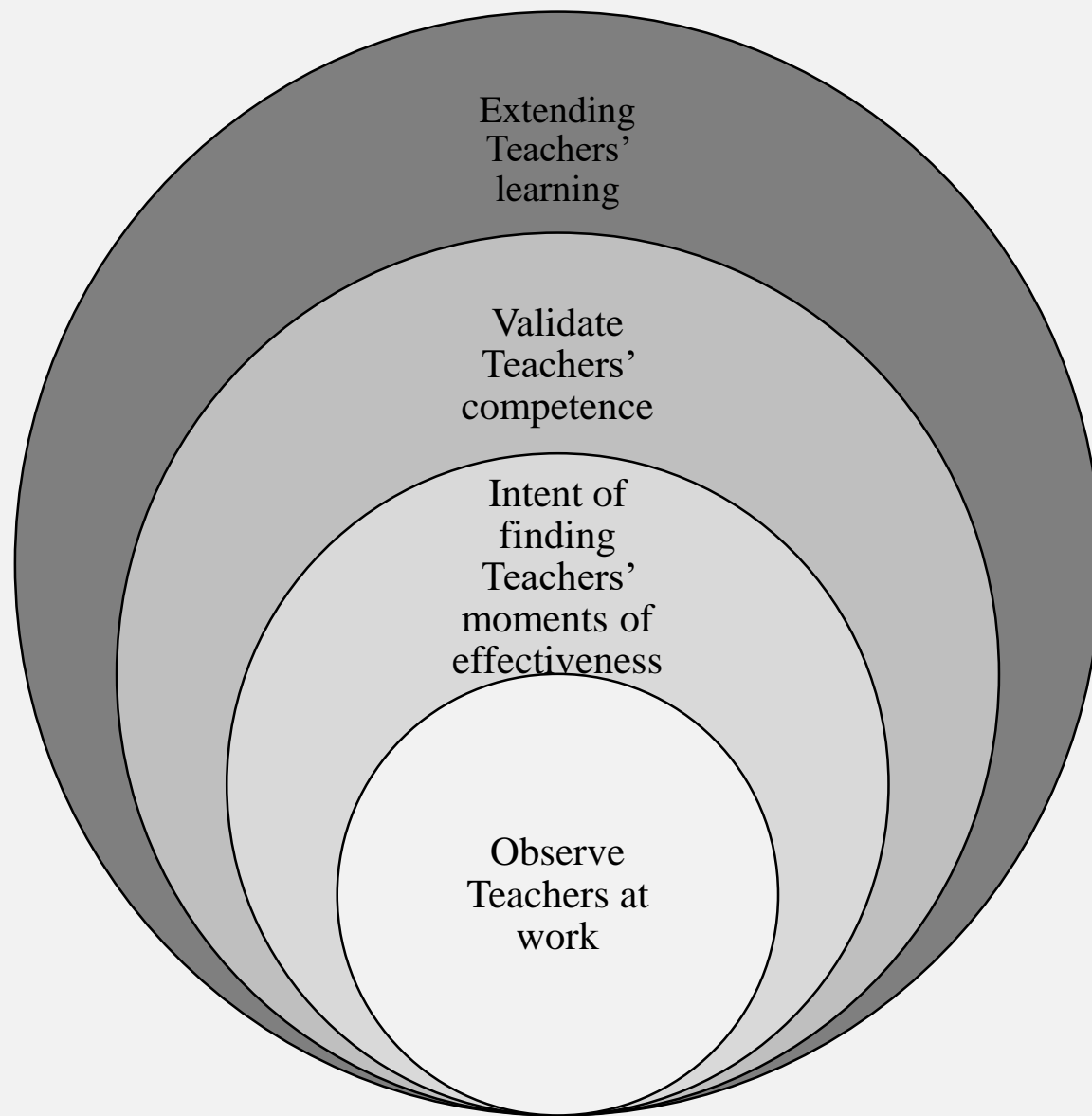
Be
Present
to Coach

Connect
as a
Coach

Coach to
extend
Learning



PRINCIPLE ONE



PRINCIPLE ONE

– VALIDATE TEACHERS' COMPETENCE



State the facts, without judgement

Offer a clear statement on why or what the teacher did

Said in that moment on how it impacts a child's learning.



COMPARISON

Deficit Tally

Strength Based

Discourage

Erode Confidence

Negative Responses

Emotional Static

Motivate

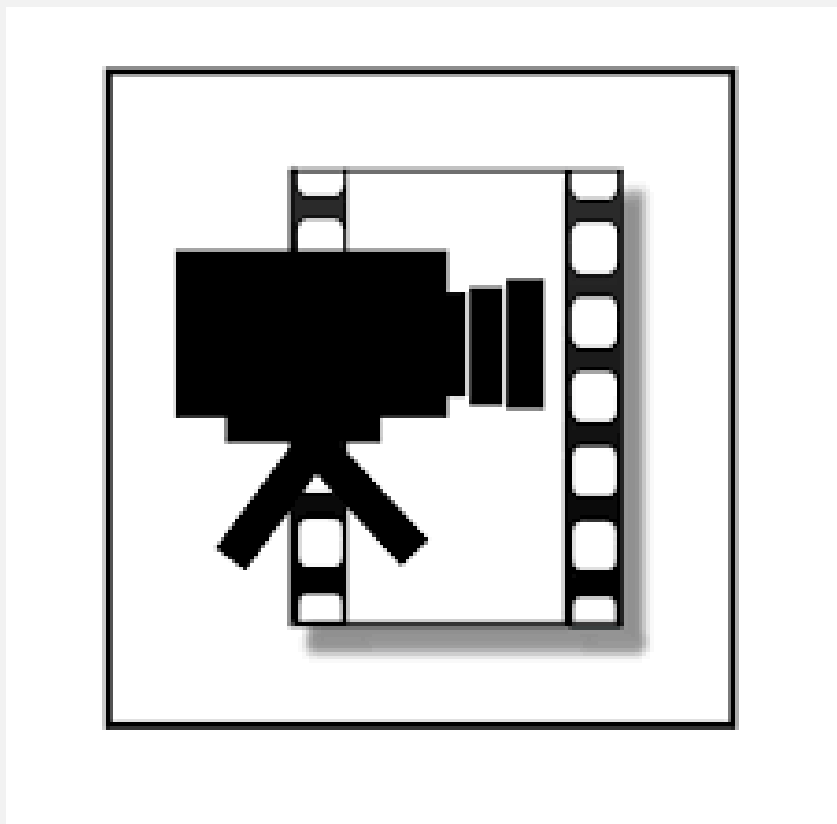
Use strengths to transform weaknesses

Build self efficacy

Encourage to explore further

Quiet the emotional static

PRINCIPLE ONE - HELP A TEACHER SEE HER OWN STRENGTH [VIDEO]



PRINCIPLE TWO

Articulation, Sharing
Observations and Describing
why they are important



PRINCIPLE TWO

access

Putting
Observations &
thought of
educational
practices into
words

communicate

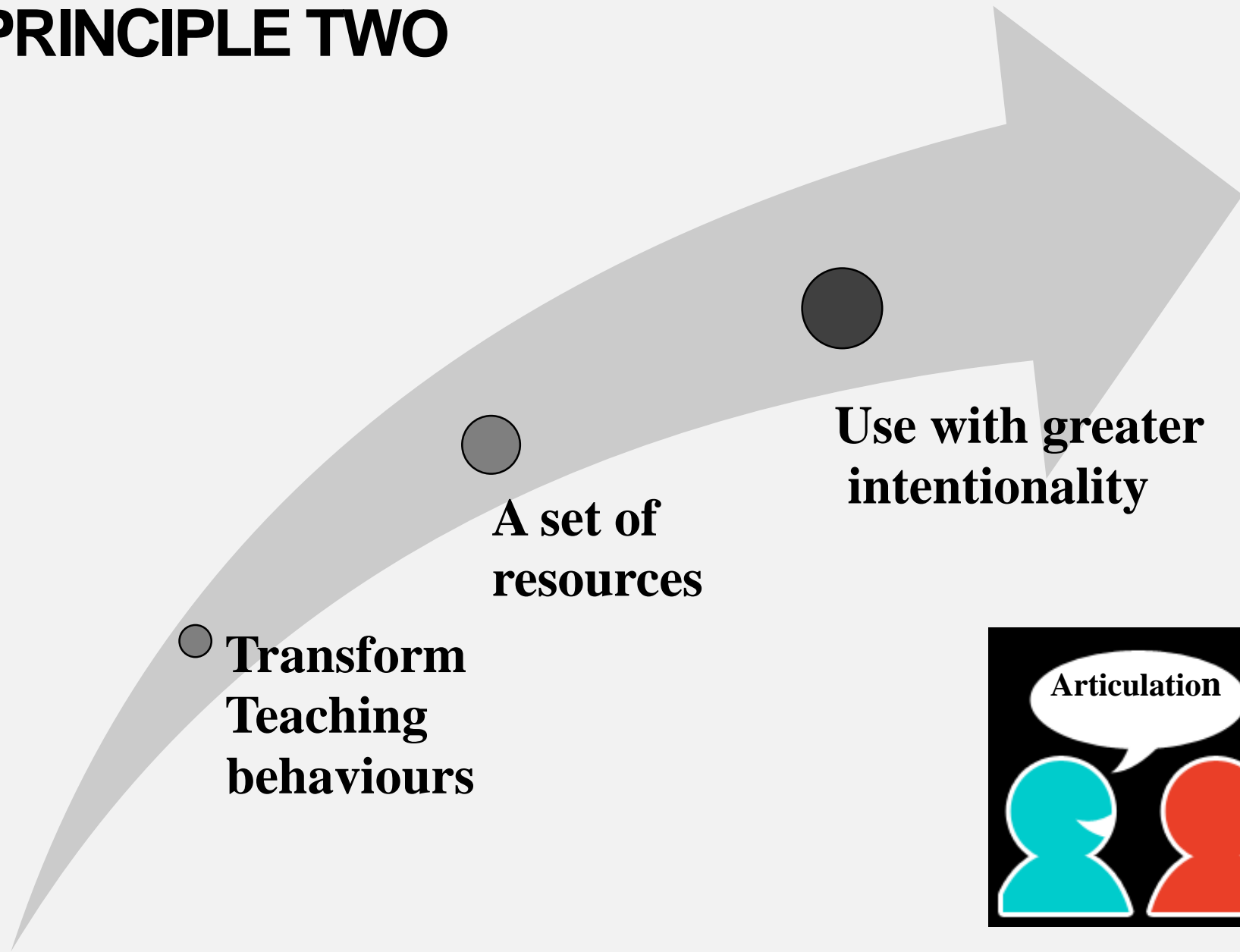


reflect

clarify



PRINCIPLE TWO

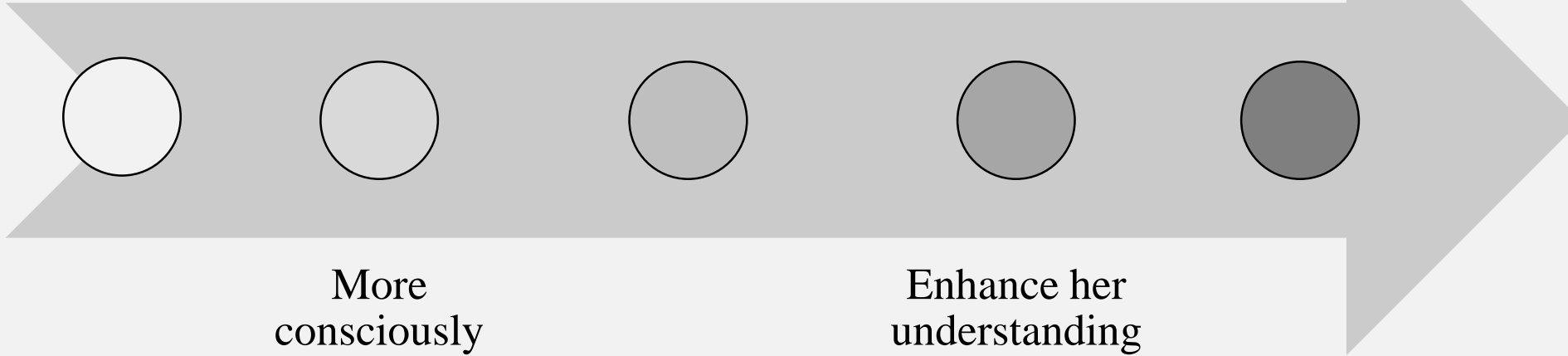


PRINCIPLE TWO

Teacher
owns
practice

Enhance her
understanding
'what' her
practice

Think
deeper and
explore
new ideas.

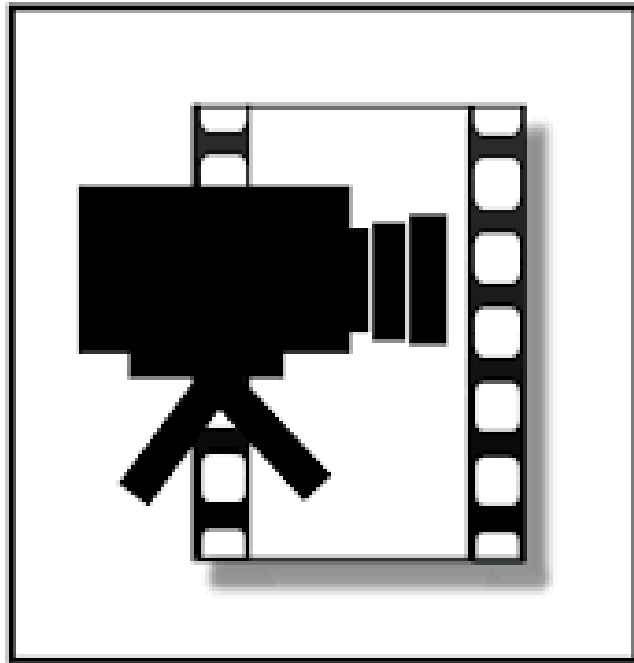


More
consciously
competent

Enhance her
understanding
of **'why'**
(theory and
outcomes)



PRINCIPLE TWO - LEARNING TO ARTICULATE THE 'WHY' IS AN ONGOING PROFESSIONAL DEVELOPMENT



PRINCIPLE TWO

ACTIVITY – SIMPLE ROLE PLAY

Let's try it



PRINCIPLE TWO

ACTIVITY – SIMPLE ROLE PLAY



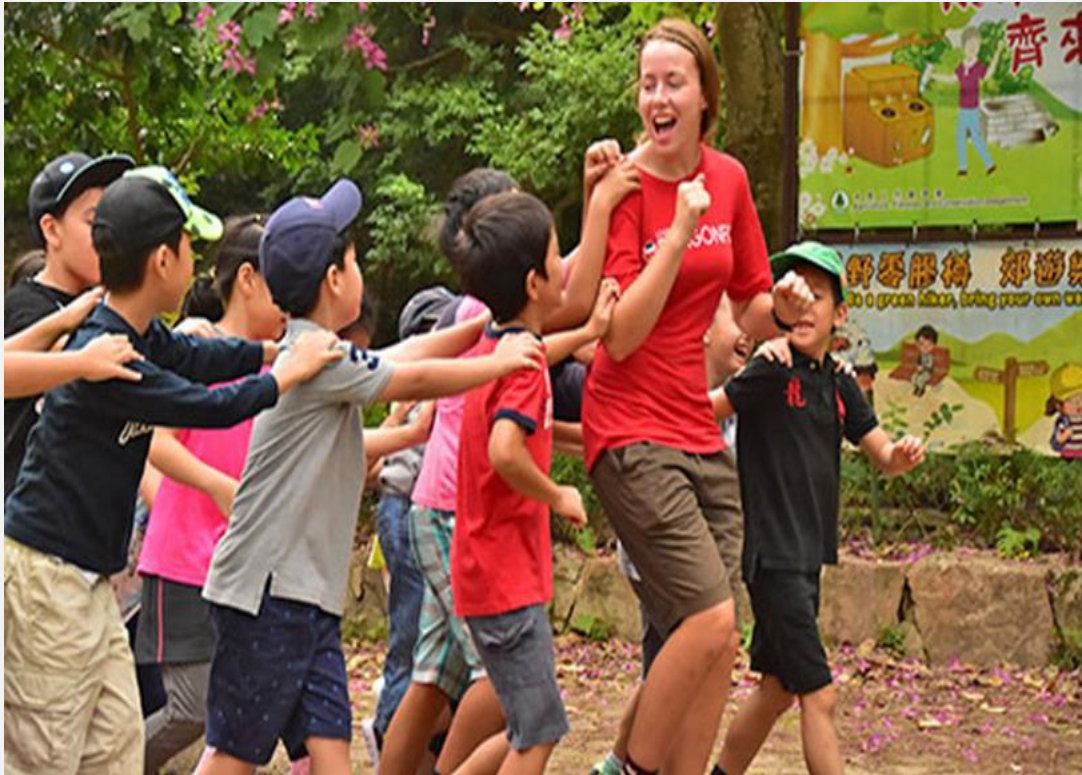
Joan, the coach, and Randy, the preschool teacher, are having their first visit.

Randy emailed to Joan that she would like to enhance on her *communication skills* with children.



PRINCIPLE TWO

ACTIVITY – SIMPLE ROLE PLAY



Jane, the coach, and Sue, the preschool teacher, are having their first visit.

Sue emailed to Jane that she would like to motivate children in *motor skills development*.

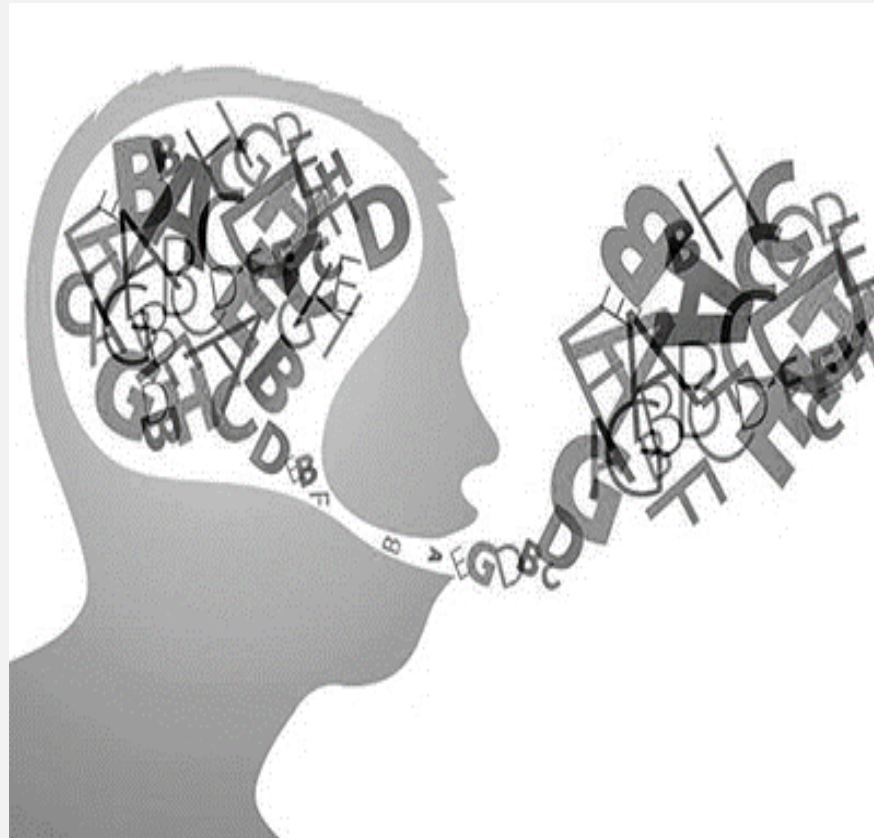


PRINCIPLE THREE

Individualizing to support the development of Respectful and Trusting Relationships Needed for Learning

PRINCIPLE THREE

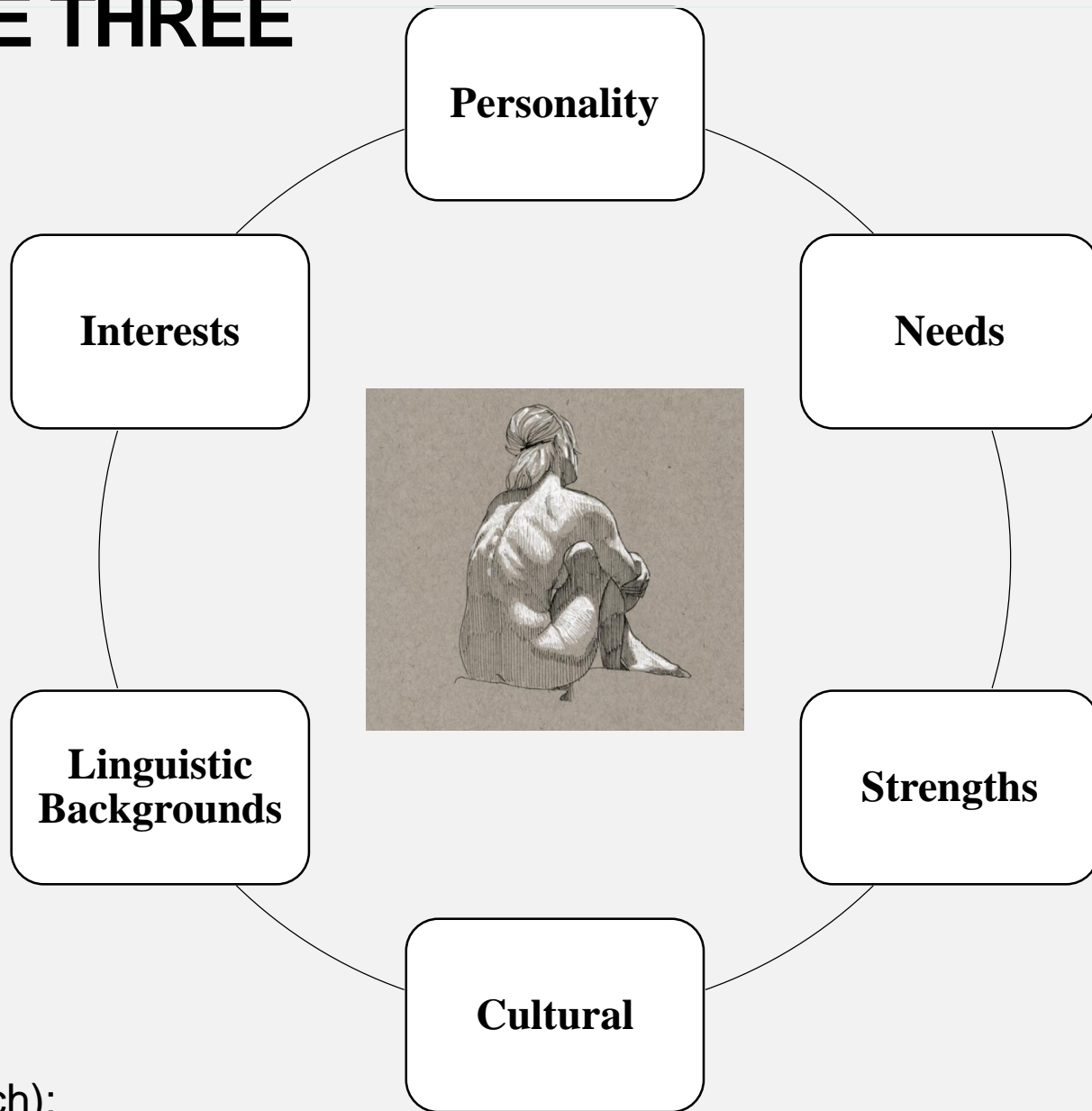
Just Right Fit



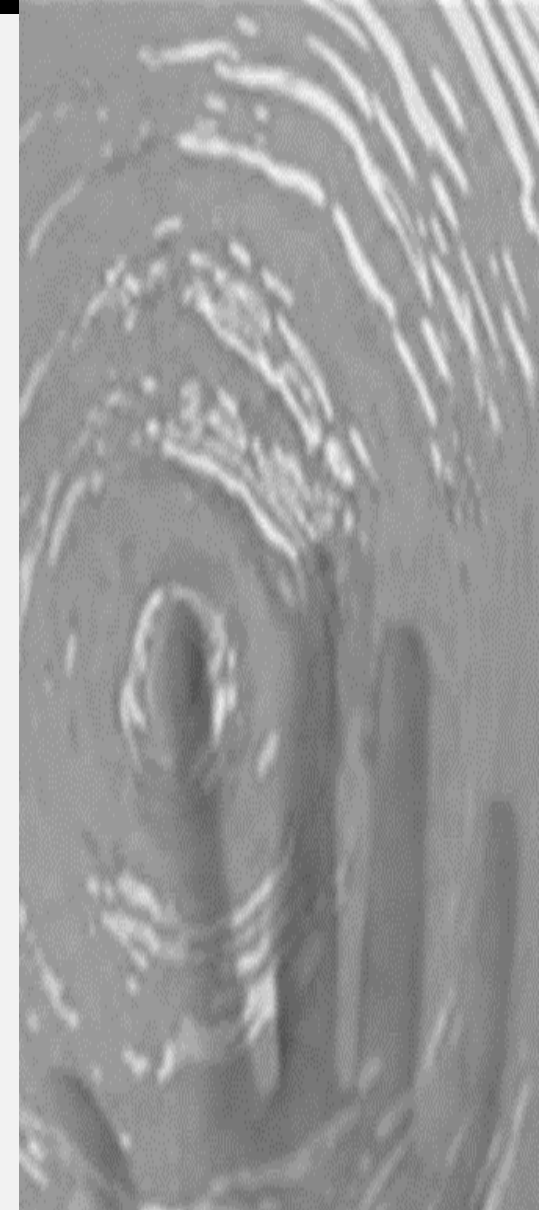
Tailoring what you say and do to fit the situation and teacher.

Hsieh et al, 2009

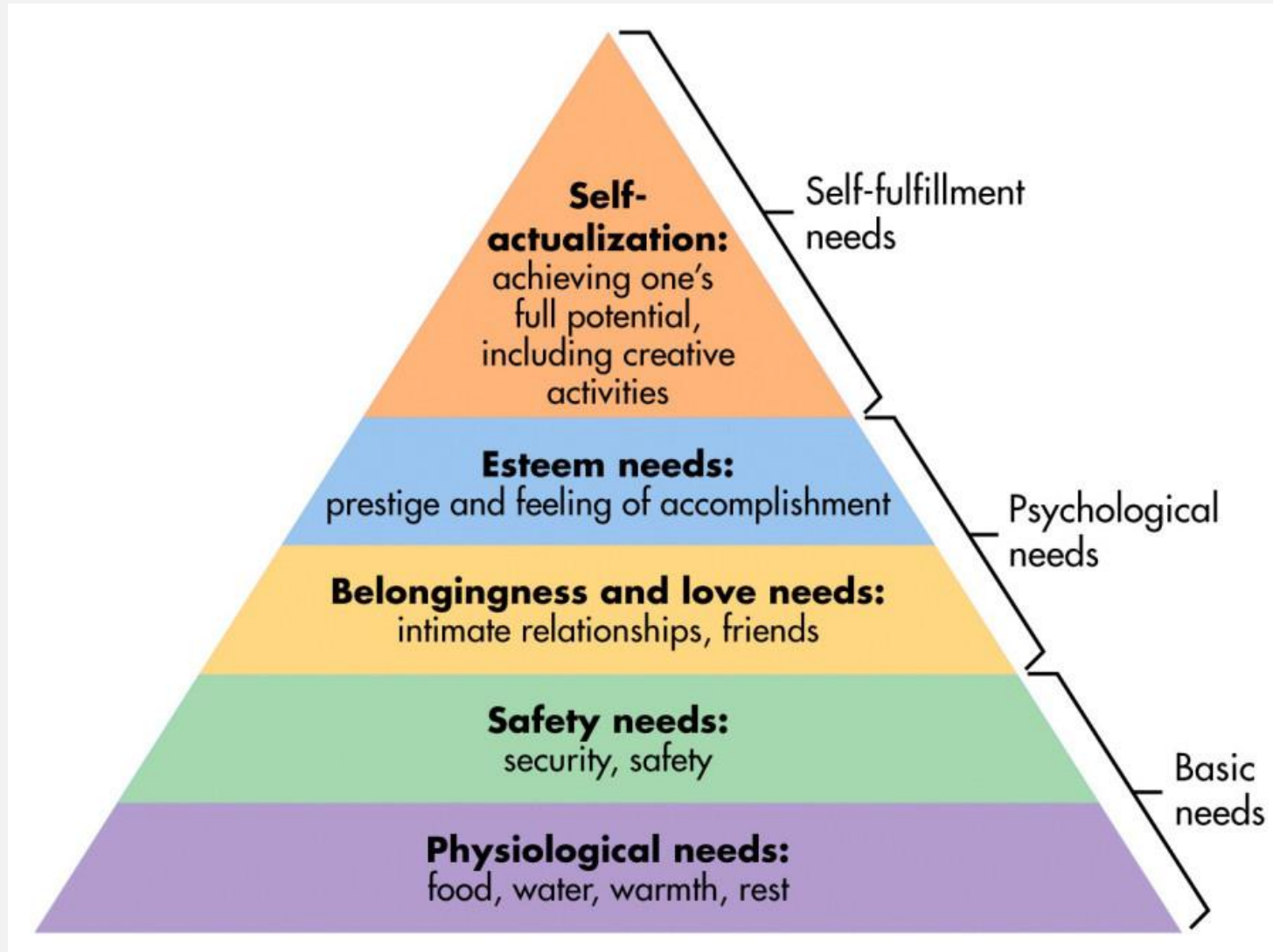
PRINCIPLE THREE



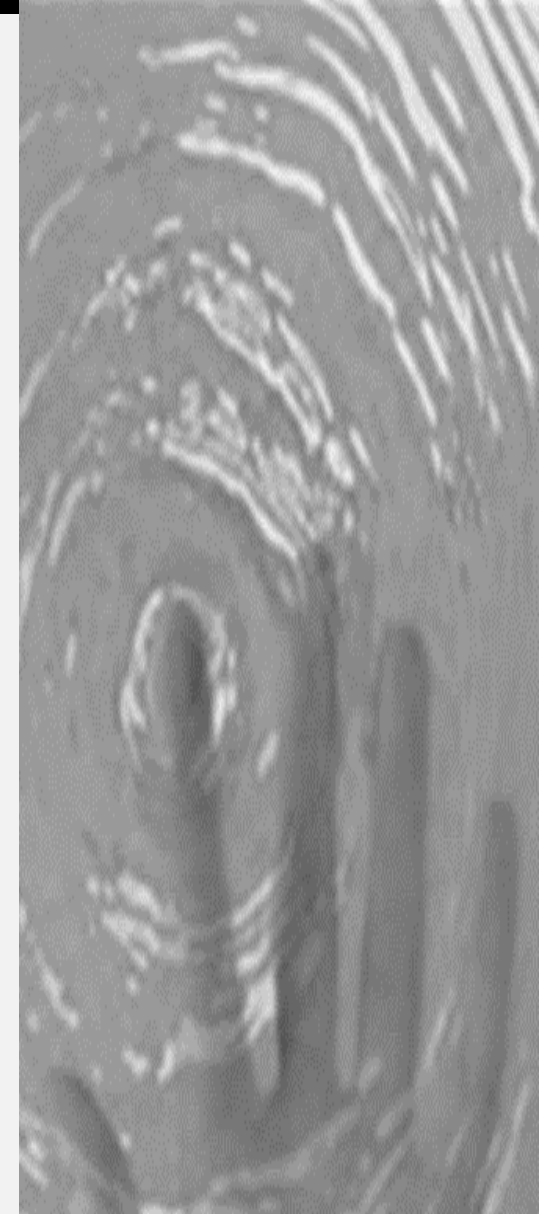
Know yourself (coach);
Know your teachers.



PRINCIPLE THREE



Maslow's Hierarchy of Needs
Maslow, 1943



PRINCIPLE THREE

Criterion 3.1

B4. Centre has mentoring programme to facilitate the professional development of teachers.

- ✓ Needs analysis
- ✓ Setting and reviewing of targets, goals
- ✓ Time-line for the activities/implementation

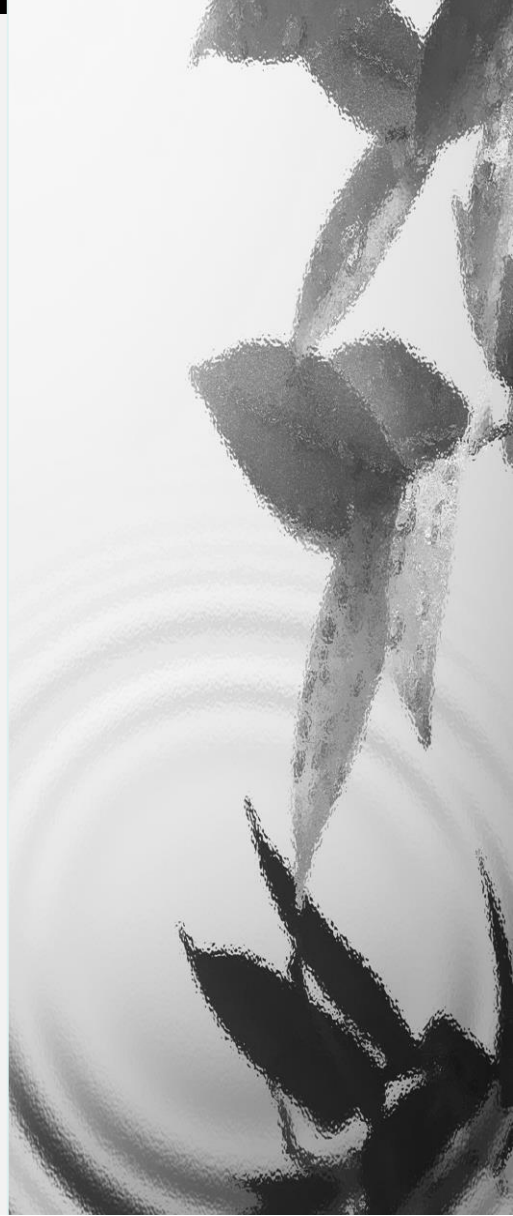
PRINCIPLE THREE - QUOTE

Communicating and establishing trusting relationships with teachers who are trying to change their practice requires being sensitive to their dilemmas, fears, and celebrations.

(Annenberg Institute for School Reform 2004)

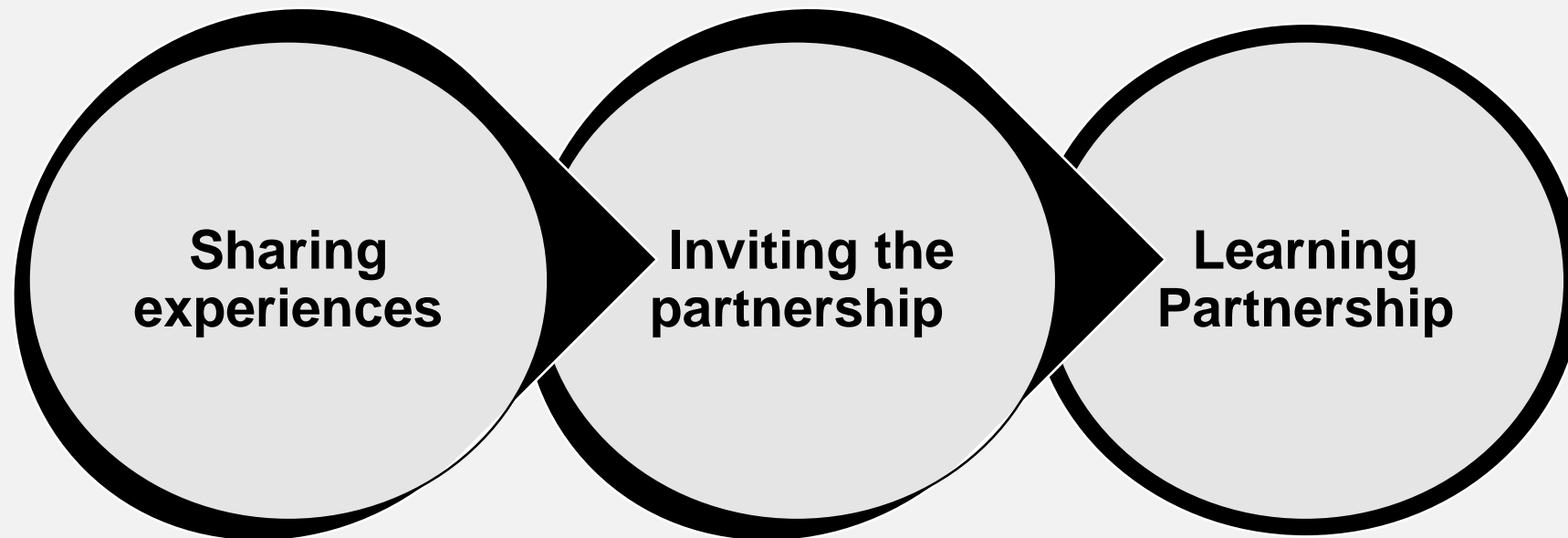
PRINCIPLE FOUR

A Mutual Learning Partnership
promotes Shared Responsibility
and Accountability



1. Equal Voice – Shared Goals

- What it means to them to have a learning partnership?
 - Experience?
 - Teaching?

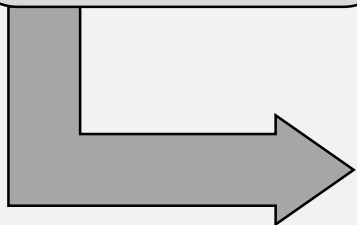


PRINCIPLE FOUR

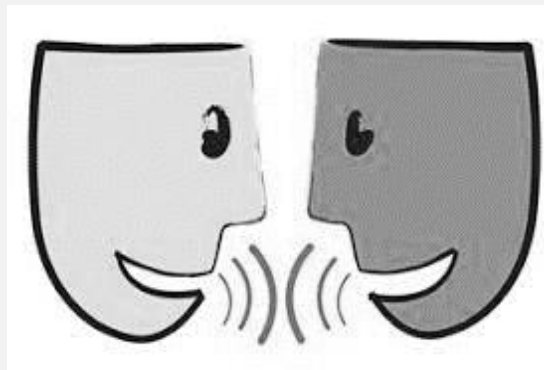
1. An equal voice



2. Listen to each other



3. Learn from one another



Create a balanced and partnership in the relationship

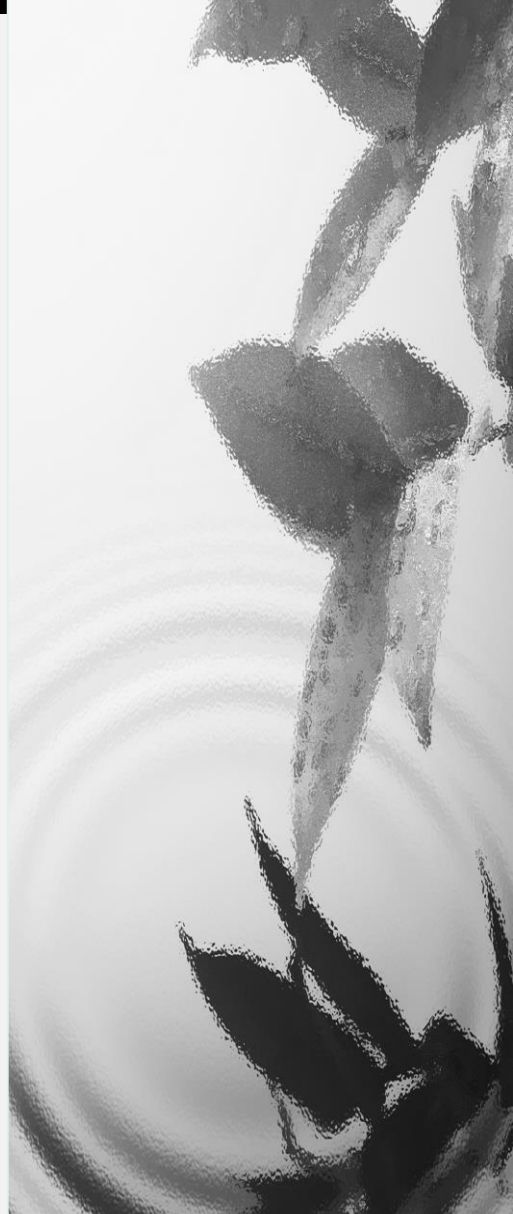
1. Equal Voice – Shared Goals

- ... *“Let’s think together about the goals of our work together?”*

- Role of a cheerleader, co-
constructor

- ... *“What are your goals? And how are you going to get there?”*

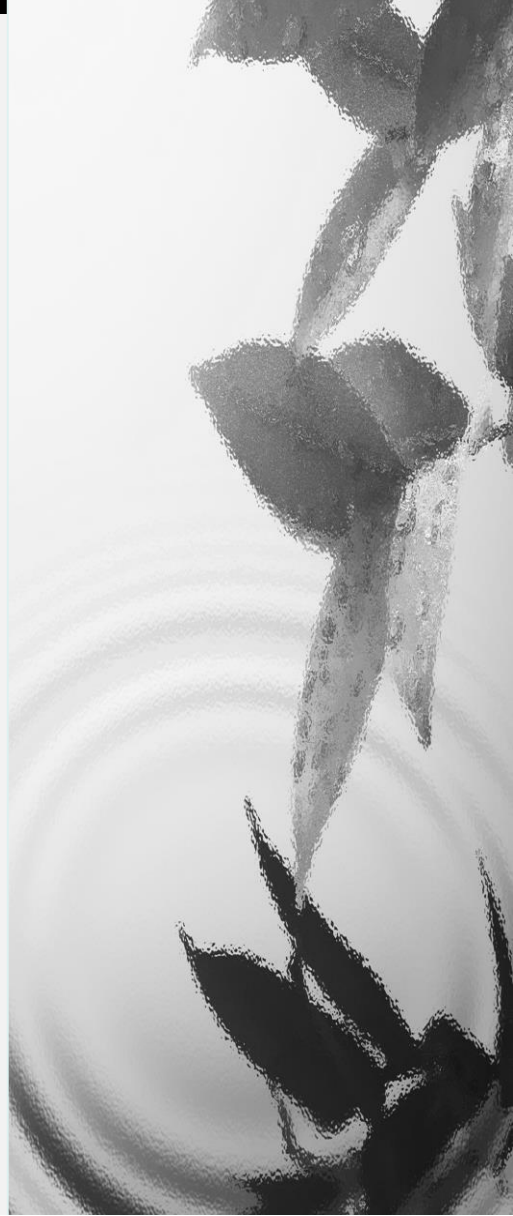
- Role of an interrogator; an instructor



2. Listen To Each Other – Shape Professional Conversations

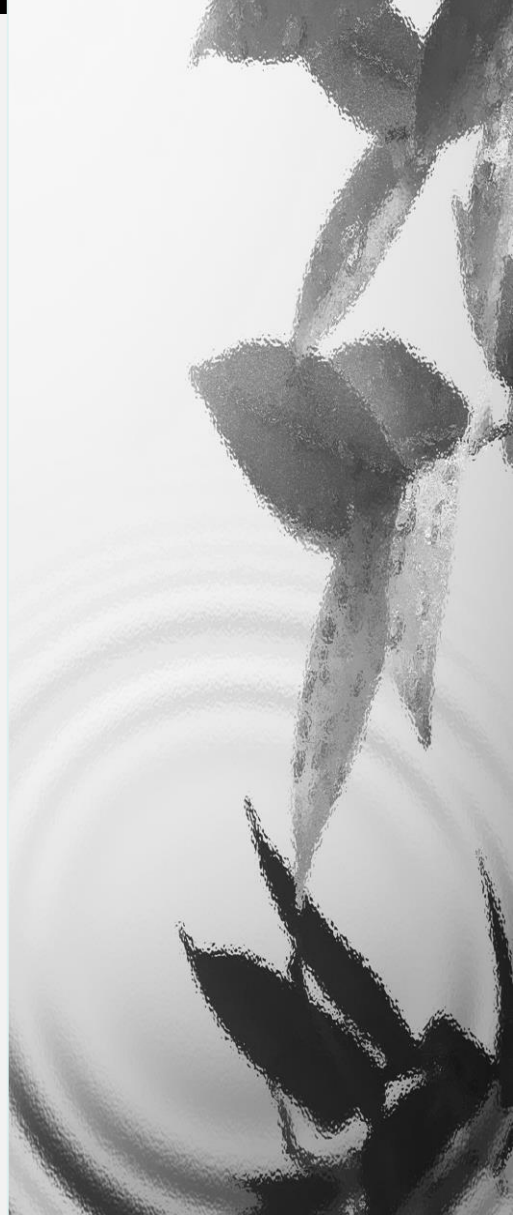
With that moments of effectiveness or competence or strengths, invite the teacher to articulate what she thinks had been effective and competent.

Allow her to build on it and extend her strengths.



3. Learn From One Another – Shared Problem Solving And Positive Change

- Conversation between teacher and manager well initially when she was invited to reflect on the learning she has acquired.
- The learning partnership got on well as there was clearly shared responsibility and accountability.
- However, the manager eventually said ...

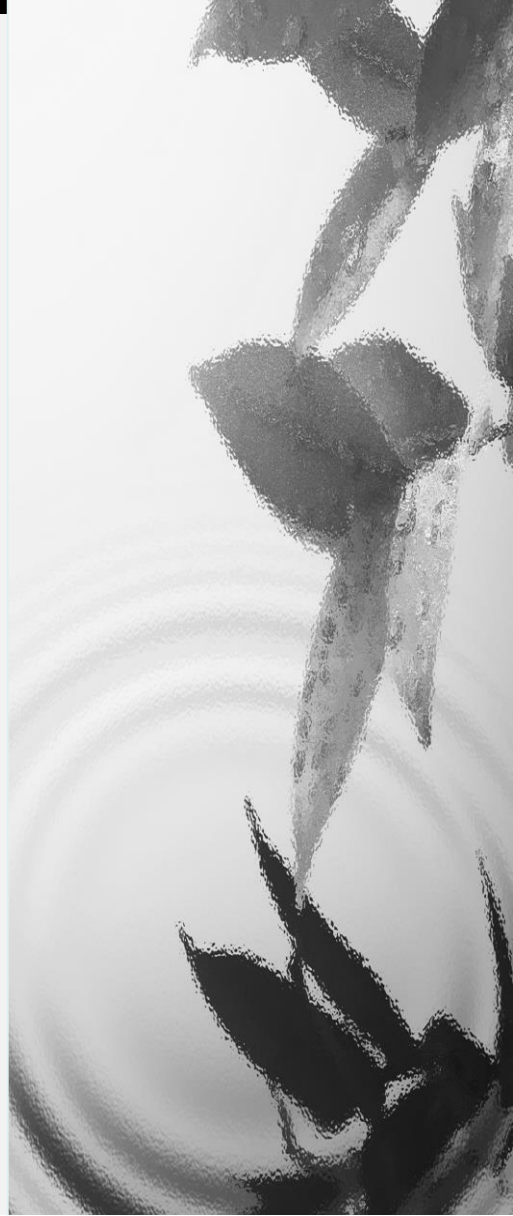


3. Learn From One Another – Shared Problem Solving And Positive Change

- Now there does not appear to have any apparent shared responsibility and accountability.

- The conversation was skewed towards what the teacher has to do to redeem herself

- and not what the teacher and the manager could do together.



PRINCIPLE FIVE

Modelling Matters – What you say and do influences all outcomes



PRINCIPLE FIVE

Attitudes are caught, not taught.

(Fred Rogers)

Whether intentionally or not, when you work with teachers, what you say and do teaches them about teaching

(Neuman & Cunningham 2009)



PRINCIPLE FIVE

Explicit Modeling

- Decide collaboratively

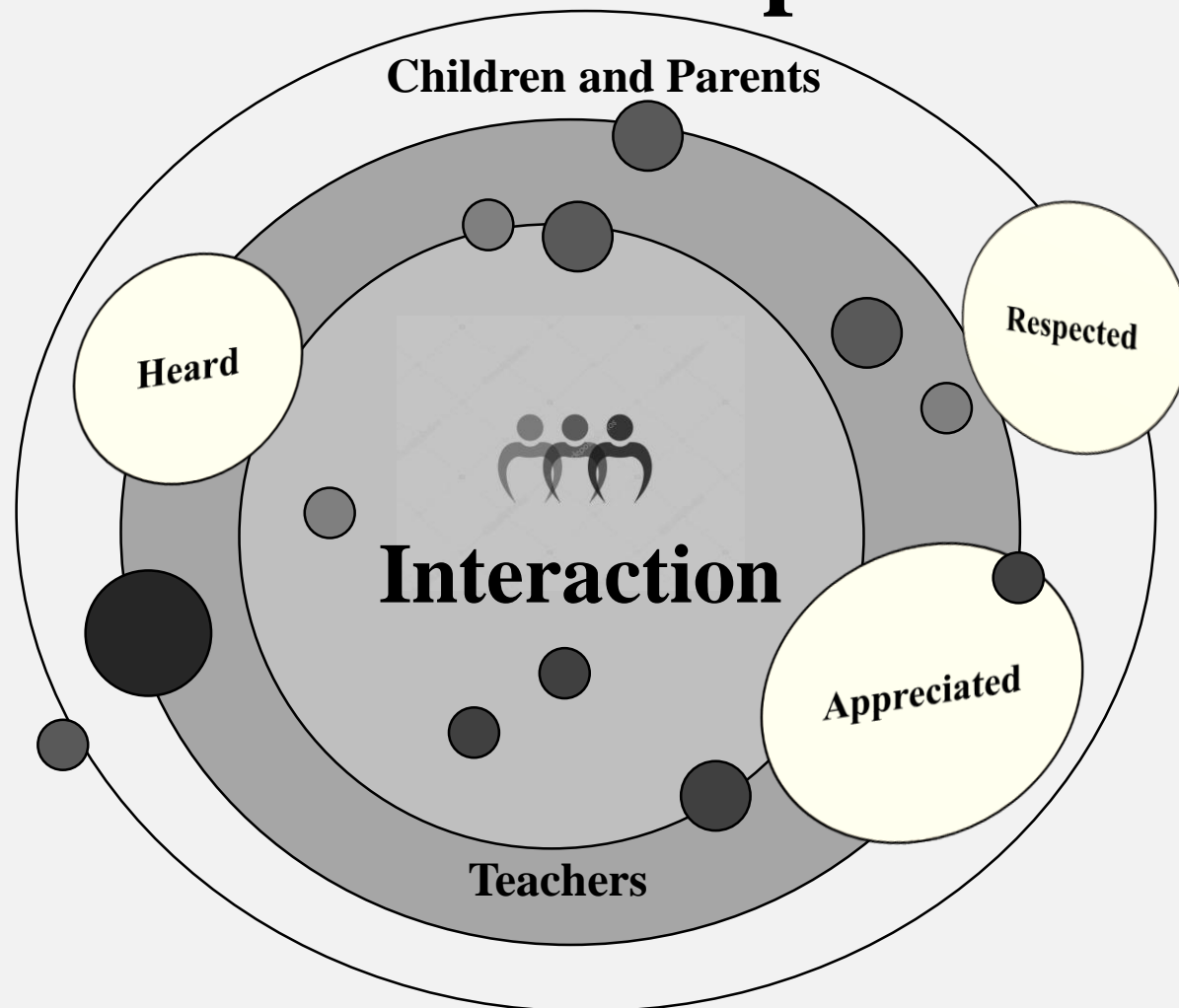
Implicit Modeling

- Decide through Influence



PRINCIPLE FIVE

Learning happens within the context of relationships.



QUOTE:

“A Leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say; we did it ourselves.” – Lao Tzu



THANK YOU!

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REFERENCES

Dombro, A. L., Jablon, J., & Johnsen, S. (2016). *Coaching with powerful interactions: A guide for partnering with early childhood teachers*. Washington, DC: National Association for the Education of Young Children.

