

Relationship Based Practices

Reflective supervision and early childhood coaching are relationship-based approaches to supporting the early childhood workforce (NAEYC & NACCRRA, 2011). Practice-based coaching is a specific type of coaching that is a cyclical process designed for supporting teachers' use of effective teaching practices. (NCQTL PBC document). As relationship-based approaches they purposefully draw upon the power of effective workplace relationships to influence program quality and outcomes. They are guided by the seven principles of relationship-based practice:

Collaboration: Sharing information, power and control. Jointly developing and reviewing mission, goals, policies and practices.

Open Communication: Encouragement for sharing ideas, suggestions, questions and concerns

Understanding the Impact of Context: The social, cultural, physical and emotional environment influences the individuals within it and affects their work performance and quality.

Respect for Individuals' Perspective and

Contributions: Diverse experiences, backgrounds and

professional roles contribute to a range of perspectives and approaches that enhance the quality of the work.

Continuous Growth and Learning: A commitment to continued deepening of expertise and staying current with research and practice enhances program quality.

Reflective Practice: Opportunities to reflect and learn are integrated into organizational meetings, supervision, and professional development and program evaluation.

High Professional Standards: Leaders and staff members are encouraged to exhibit professionalism and hold themselves and one another to high professional and ethical standards.

(Bertacchi, 1996)

Reflective supervisors and coaches in a Practice-Based Coaching model share a core set of relationship-building competencies. Given these similarities, there are also distinct definitions, goals, purposes, roles, expected outcomes and durations for these supportive professional relationships. These are summarized in the following table.

References: Bertacchi, J. 1996. Relationship-based organizations. Zero to Three 17(2): 1-7. NAEYC and NACCRRA (2011). Early childhood education professional development: Training and technical assistance glossary. Available at <http://system/teaching/center/development/coaching.html> [p://www.naeyc.org/GlossaryTraining_TA.pdf](http://www.naeyc.org/GlossaryTraining_TA.pdf) slc/tta- .

The Office of Head Start Early Childhood Learning and Knowledge Center: Practice-based coaching. Available at <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/practice-based-coaching.pdf>

Reflective Supervision and Practice-Based Coaching

	Reflective Supervision	Practiced-Based Coaching
Definition	A collaborative, mutually trusting relationship for professional growth that improves quality and strengthens practice by building upon strengths and providing support for addressing vulnerabilities.	A sustained and focused professional development experience focused on using effective teaching practices that are important to children's school readiness. Practice-Based Coaching is a supportive way to help adults grow professionally.
Purpose	Build capacity for high quality, effective, ethical, culturally responsive services to very young children and their families.	A process for supporting teachers' use of effective teaching practices that lead to positive outcomes for children.
Ultimate Goal	Enhanced organizational capacity to use the principles of relationship-based practice to provide the highest quality services to young children and their families. Enhanced individual capacity to be self-aware, self-regulating and reflective in providing the highest quality services to very young children and their families.	Enhanced ability to use effective teaching practices in all areas of curriculum and to modify those practices based on the individual needs of each child. Sustained performance; competence to engage in self-reflection, self-correction and the generalization of new knowledge, skills and strategies to other situations as appropriate.
Key Elements	Reflection, collaboration, regularity	The coaching-cycle components are (1) planning goals and action steps, (2) engaging in focused observation, and (3) reflecting on and sharing feedback about teaching practices. Practice-Based Coaching occurs within the context of a collaborative partnership.
Provider Role/ Contributions	Supervisors' roles include administrative, clinical and reflective aspects. They are responsible for assuring the work gets done and that it is of high quality. The reflective aspect of their role involves a range of actions. As examples: Establish safety, routines, regularity. Be fully present and available. Enter the relationship in an open, non-judgmental and collaborative way. Learn from the supervisee about their experiences and perspectives. Listen carefully and provide opportunities to recognize and reflect on feelings and strong reactions to the work. Recognize vulnerabilities as well as strength. Wonder with the supervisee to support mutual learning, accept "not knowing."	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. This might be done through sharing of professional experiences and backgrounds; establishing a set of shared expectations for time commitments and outcomes; or discussing and reaching a mutual understanding of the coaching process and purpose. The coaching cycle is designed to strengthen collaboration and should be used systematically. The coaching components require reciprocity, or two-way interactions.
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<p>Participant Role/ Contributions</p>	<p>Enter the relationship with an open mind, accept support, and prepare for supervision with observations, questions, experiences, and concerns. Pay close attention to the experiences and feelings shared and what you learn from these as you discuss and reflect on them. Remain curious and accepting of “not knowing.”</p>	<p>Open to new information, skills and professional growth. Participates in each coaching-cycle component. Willing and motivated participant in the coaching relationship. Implements agreed-upon action steps.</p>
<p>Expected Outcomes</p>	<p>Increased capacity for reflection in, on and for action, increased self-awareness, increased work satisfaction and staff retention, improved child and family outcomes.</p>	<p>Utilization of effective teaching practices that are directly associated with child outcomes.</p>
<p>Duration</p>	<p>Continues for the duration of the supervisee’s tenure with the organization. While more experienced supervisee’s may need less administrative or clinical support from their supervisor, the reflective supervision supports supervisees’ growth, development and advancement throughout their tenure.</p>	<p>Ranges from one-time to a series of sessions. Concludes when goals have been attained.</p>
	<p>Sources: Scott Heller, S. & Gilkerson, L. (Eds). (2009). <i>A practical guide to reflective supervision</i>. Washington DC: ZERO TO THREE. Heffron, M.C. & Murch, T.(2010). <i>Reflective supervision and leadership in infant and early childhood programs</i>. Washington, DC: ZERO TO THREE</p>	<p>Sources: Rush, D. D. & Sheldon, M.L. (2011). <i>The early childhood coaching handbook</i>. Baltimore, MD: Paul H. Brooks Publishing Company. Chu, M.(2014). <i>Developing mentoring and coaching relationships in early care and education</i>. Boston MA: Pearson. NCQTL: PBC document</p>