

## Steps to Success: Values Appreciation

(link for viewing at end of transcript)

Linda Warren: Welcome back. In Steps to Success the relationship between the mentor-coach and the protégé is intentional and focused. Through this relationship, ideas and questions are shared, plans are made and implemented and roles and responsibilities are clarified.

Both the mentor-coach and the protégé enter into the relationship to learn, to grow professionally and ensure positive early learning and literacy outcomes for children. Patty and Linda, explain a bit more about how this relationship works.

Linda Campanaro-Glover: What's really important is the mentor-coach and the protégé meet to determine how the time they spend together is going to occur and they have...

I think it's very important to look at your program and what your options are and because you have the support of all of your directors and your assistant directors, your ed. managers, that coverage for the classroom, what is the times you're gonna...meet, let's look at what activities are we going to look at. What are...as you set your goals, how is that going to happen. It's important to have a dialogue and build that in the program as an opportunity to learn.

Patty Hnatiuk: Right. And mentor-coaches and protégés need that time to meet. I would reiterate that and say that it's important for protégés to rely on mentor-coaches for guidance, support, and leadership. And sometimes the relationship can take awhile to build, to become strong so those times that are set aside are very, very important so that people can get to know each other as people, as human beings who are in this profession together and want to learn more about it.

Linda Campanaro-Glover: And it...we've already acknowledge that this is something that we're all on the same page and we all have a mutual vision, so how are we going to help that to happen, but the important piece that I find is trust is earned and it takes time. And sometimes there... you know, you have to take a little time to get to the goals that you want to achieve.

Part of what we really enjoy is when we do discover different things that we might have in common as a coach and a protégé and we celebrate that and then that gets turned into how do we celebrate it in the classroom, how it turns into positive outcomes for the children and it's exciting and energizing and you have a lot of fun in implementing how that feedback's going to come to the protégé are you going to... what style of learning are we going to use.

Linda Warren: Well, I think your points are really important. You've talked about really getting specific -- that you make the relationship work by getting specific -- by setting times to meet, by making sure that you're getting coverage, by making sure that you can talk about goals, and that people understand how to set goals and what that process will look like in your particular setting so thank you.

There are a number of elements that support strong trusting mentor-coach and protégé relationships. They include knowledge and appreciation of diverse adult learning styles and values; use of effective mentor-coaching skills; reflective practices; culturally sensitive approaches; self-reflection about biases; and understanding and agreement about roles and responsibilities.

I'd like to talk a little bit with you both about those elements. Can you describe a mentor-coaching relationship from your experience that highlights one or more of those elements?

Patty Hnatiuk: I can start with one with a mentor-coach and protégé that I worked with in Boston. The mentor-coach observed the protégé not interacting with parents in the morning as the children were arriving but rather working at a

table and keeping quite busy, but not really greeting the children and parents and the parents themselves didn't really enter the classroom either so through reflective practices it was discovered that some of the parents did not speak English as their home language.

And the mentor and the protégé decided to plan an activity that would involve all the parents and provide opportunities for them to learn more about the home language.

They grew little seedlings in cups and the parents would bring the seedlings in cups in from home with a plant that they loved and labeled it in their home language and the children and the parents got to share this little growing thing with each other. And the protégé began to talk and interact much, much more with the parents and with the other staff and the children through this process. But it was over a period of time and the reflective conferencing really helped.

Linda Warren: So reflective practice was key here. How... what did they do to get to that point? I mean what kind of reflection did they engage in?

Patty Hnatiuk: Well the mentor-coach really talked with the protégé about how she wanted her day to go and discovered that she really did want more interaction. The mentor-coach listened to the protégé speak about her fondness for the children and parents but her concerns that she didn't know their home language and wasn't sure how to approach them and through this process got more confidence about how to approach families whose language was not English.

Linda Warren: Good point. Linda we have a few seconds for you to share something. Linda Campanaro-Glover: Well I had a similar experience with home visiting and building on what we need to bring the whole community together and sharing ideas.

A protégé brainstormed on how she could share with families how...where everyone lived in different styles of houses or from a farm versus an apartment house and they... She was able to -- as we reflected -- draw pictures with the children put them together and we made a huge bulletin board of where people lived and that brought the families in and adding the literacy piece of labeling -- this is an apartment, farm. We had a wonderful opportunity to do that.

Linda Warren: Thank you. Building strong, trusting mentor-coach and protégé relationships requires mentor-coaches and protégés to respect each other as educators. To build a strong relationship, each person needs to share who they are and what they care about and believe.

Many values come from our own lives and work. When we share our values, we share ourselves. This shared understanding helps to establish confidence and can deepen trust in each other and the relationship. Let's think for a moment about the meaning of values.

A value is a principle or idea that is essentially worthwhile or desirable. Values are about human nature not material things. Values are generally perceived as being worthwhile and inherently good. They are taught and passed on within families from generation to generation. Linda and Patty, why do you think it is important to share values when building relationships? What have been your experiences about values and differences in values?

Linda Campanaro-Glover: Well, it's really important to... The most important value is respect and sharing who you are really segues into an opportunity to share all of your past experiences, what your belief systems are. Laying that foundation really gives you a strong footing to grow.

Patty Hnatiuk: Right. And there are values that we learn as children in our families or origin and there are values that we learn in our professions as we grow and evolve so we keep some of those older values and spring forth with new ones as we grow and develop.

We share in our current lives in work our values every day. Every day we're teaching with children we're expressing values all the time. And creating a shared understanding about our values between the mentor-coach and protégé helps to establish confidence and trust in each other and in the relationship and really helps us to know each other as people.

Linda Warren: So mentor-coaches can share wisdom with their protégés as well. All right. Thank you. Take some time now to think about values together with your facilitator. Stop the tape now and resume playing when you have finished your discussion.

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