

1st Voiceover: It's so much better to have the mentor relationship where it's a free exchange of ideas.

2nd Voiceover: Empowering them and let them know if you want to participate you have the right to bring your voice.

3rd Voiceover: I think within myself I feel more confident. 4th Voiceover: I am a support system for her. I am not a criticizing element of this process. 5th Voiceover: She really let's you feel like you have a part in what's going on (Music)

Linda Warren: Hello and welcome to the Tutored Video Instruction for Unit I. I'm Linda Warren and I'm the founder and president of Early Childhood Associates and director of Steps to Success program. I have been a professor at the University of Hawaii and Wheelock College. I've helped to develop statewide standards for early learning and kindergarten. As a former teacher and program director, I know first-hand the rewards and challenges of using outcomes-based frameworks.

With me today is Linda Campanaro-Glover. Linda is an early literacy mentor-coach and trainer for Head Start in Norwich, Connecticut. She has 27 years of experience in the field of early childhood education and previously has been the director of a comprehensive community program that included an accredited preschool, a family resource center, and a parent enrichment program. Welcome Linda. We are glad you could be here with us.

Linda Campanaro-Glover: Thanks for having me. It's very exciting.

Linda Warren: Also with us is Patty Hnatiuk. Patty is with Early Childhood Associates and she is the co-author of the Early Childhood Mentoring Curriculum. Patty developed and taught courses for mentor-teachers and directors while she was at Wheelock College in Boston. Patty also is one of the writers for Steps to Success. Welcome Patty. Patty Hnatiuk: It's great to be here.

Linda Warren: Let's look at our objectives for this TVI. We will discuss strategies for building a relationship between mentor-coaches and protgs. We will examine the importance of appreciating other people's values and being culturally sensitive. We will learn about reflective inquiry and how to use it to build strong relationships. We'll explore the topic of adult learning and ways to support adult

learners. And finally, we'll look at early language and literacy development for infants toddlers and preschoolers.

We have visited programs around the country to hear what people are saying about mentor-coaching. Let's begin by listening to them. [Video Starts] [Music Begins]

Susan Fordice: The assumptions I had coming into the position were that I would talk and they would listen and everything would be hunky-dory, but that's not... that's not reality and I wouldn't want it that way now that I see how it's so much better to have the mentor relationship where it's a free exchange of ideas.

Rima Malhotra: I enjoy the dialogue with the teachers. It's just... I get a lot of joy out of that because we go back and forth and we can... Sometimes we may disagree and we argue, but it's in that dialogue that a lot the learning happens.

Jewell Bell: We're brainstorming and I'm actually in there giving support to them instead of me saying, "Well these are some things that you need to do..." I'm in there hands-on giving support to them.

Ramona Varner: And I have to add that I have learned from the teachers that I coach because they have beautiful ideas, beautiful techniques to work in a classroom.

Jody Carnes: When I get that call from the teachers and the protgs and they say "Please let the mentor-coaches come out more often. We need them out there."

Dr. Manuel Escamilla: So it works because it's supportive. It works because it offers guidance about something. And it offers guidance in a non-threatening way.

Colette Auguste: My job as a mentor-coach is to make whoever I work with feel that, you know, you have a say. I have a say. How... What can we do to put our heads together and to help the teachers to reflect on their thinking, to reflect on their actions, to reflect on how they are learning from the children, what is it that they are giving to the children and how can they make things better?

Julie Ceja: It's a good working environment when you can share ideas and you can feel comfortable going to somebody and saying "I need some help" and there she is to help out.

Graciela Italiano Thomas: Mentor-coaching is creating risk-free environments where people sit as equals. Don't resist it -- embrace it. And embrace it genuinely because it will be good for your organization. [Music Ends] [Video Ends]

Linda Warren: The voices in the testimonials were inspiring. The montage of faces and voices from around the country lets us know that where mentor-coaching is underway benefits are being realized. Linda and Patty, how did the testimonials build on what we already know about mentor-coaching?

Linda Campanaro-Glover: They were very inspiring. It really is an indication of how positive a mentor-coaching and protg relationship can be and how it can change the quality of learning both in all styles of delivery. It's really important that you put together a mutual vision.

And it's a nice opportunity to determine what that is and where does that come from and what are the positive outcomes that we want to see based on performance standards and positive language and literacy outcomes for the families. It's a very energizing opportunity for two people to learn about each other.

Patty Hnatiuk: That's right it's a two-way street. The protg learns from the mentor and the mentor learns from the protg. In mentor-coaching relationships, protgs and mentors grow together.

Linda Campanaro-Glover: And it's a wonderful opportunity to learn about differences and about yourself. That's the... Really it's about empowerment of how you can make a difference in a relationship. And really getting to know who you are, what is your style of communication, what is your style of planning for a classroom and sharing those ideas. It's very supportive and it's not a supervisory kind of role so it's a partnership, it's a team, it's a celebration of...in dialogue of ideas.

Patty Hnatiuk: I would add that mentor-coaching also helps to strengthen programs to become communities of learners -- places where children and adults are encouraged to reach their fullest potential.

Linda Warren: One thing that was striking that you said, Linda, was that it changes the quality of learning and I know in the testimonials that we did hear that time and again that Rima and Jewell were talking about that opportunity for dialoguing and brainstorming. And Graciela was saying that it's so important to embrace this -- that programs embrace mentor-coaching. How do they do that Patty? How do they go about embracing mentor-coaching?

Patty Hnatiuk: Well I think it's very important for programs to explain the whole process to everyone on the staff and with the home visitors as well. And so that there's support -- there's support right from the leadership of the programs to the staff and with the families, that it's a community-wide adventure and it's something that will benefit everyone in the community with the proper supports and encouragement.

Linda Campanaro-Glover: It's a vision, a mutual vision from the director, assistant director, your ed. managers; everyone is on the same page. We're all looking for positive outcomes and how to focus that is to determine what is your vision and have a dialogue about what is it that we're all doing together to make this happen.

Linda Warren: Thank you. Thank you. It's was nice way to end with this notion of mentor-coaching being a mutual vision that requires support and leadership at almost every level. Now we want you to spend time with your facilitators thinking about the video we just watched. Pause this video now and resume playing when you have completed your discussions.

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