

Creating a Culture for Dynamic Transformation Using Coaching To Improve Quality In Early Childhood Programs

To create a culture for dynamic transformation and lasting change it is necessary to establish an integrated systems approach for stakeholders in the change process. The *Dynamic Transformation Strategies* approach is designed for programs using coaching to affect sustainable change and impact improvement quality early childhood programs. This approach is intended to include and work with the 1) Leadership/Supervisory team and, 2) Coaches/Change Agents and 3) the Leadership/Supervisors of the invested early childhood programs receiving coaching.

Horizons In Learning, Inc. will provide training, consulting, and coaching to foster authentic engagement, empowered learning and intentional practices for these groups to both improve their own professional practices to effect change, and to achieve quality improvement in early childhood programs in their community. The structure and specific implementation design will be co-created to meet the unique needs and goals of each quality improvement project or community.

Program Description

I) WALK THE TALK - for Leadership/Supervisors

Horizons In Learning is committed to supporting the leadership and/or supervisory team, who work with coaches, to understand the change process, use adaptive leadership strategies and create a workplace culture that fosters and models meaningful and sustainable change. By investing in building resilient teams, modeling respectful interactions and promoting reflective professional practices for coaches, the leadership team expands the ability of coaches to, in turn, do the same by providing respectful, skillful individualized coaching to those they work with. Horizons In Learning will support the leadership team to clarify policies and procedures and coaching agreements that strongly contribute to building trust and commitment with both the coaches and the providers, and that fosters higher levels of accountability to achieve quality improvement goals.

It's equally important to design an integrated professional development program for coaches that will not only increase their facilitation and coaching skills but also deepen their ability to be personally reflective of their own attitudes, values and cultural sensitivity and how this impacts their professional practices as an agent of change. Horizons In Learning offers The Framework For Thinking™ coaching model and will develop, in collaboration with the leadership team, a customized coaching professional development program.

In addition to focusing on the leadership development of the organization's leadership team, Horizons In Learning recommends including, whenever possible, the leadership and supervisors of the early childhood programs receiving the coaching services in trainings provided. The success of any coaching endeavor is greatly increased when the leadership team of the early childhood programs also receive information, orientation and training (along with the providers/coachees) regarding the basics of the change process and coaching – what it is , what it's not, what to expect.



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A) Response-Able Leadership to Foster Change

1. Facilitate strategic planning and development of program mission statement
2. Expand the leadership's understanding and ability to model the change process.
3. Support leadership to create a culture for change:
 - Supporting and fostering a work culture to create change throughout organization, with staff, clients/people served, and in the community.
 - This includes leadership in the organization providing coaching services to programs and also procedures for engaging the leadership/supervisors at the individual early childhood programs being served.
4. Foster and facilitate adaptive leadership skills with leaders so they can model in a parallel way, the same approach coaches/change agents will do with providers
5. Provide professional development opportunities for strengthening "response-able" leadership skills for leaders and agents of change. Topics can include:
 - a. Response-Able Leadership: Expanding Adaptive Leadership Skills
 - b. Response-Able Leadership: Dealing with Challenging and Difficult people
 - c. Leadership in Challenging Times: Dealing with Challenging & Sticky Situations
 - d. Transforming Stress: Dealing with Overwhelm, Anxiety and Chaos
 - e. The Brilliance of Resilience: Promoting Adult Resiliency Skills

B) Team Building

1. Develop and nurture functional resilient teams that trust each other, are able to respectfully handle healthy conflict, honor commitments, are accountable and achieve collective outcomes.
2. Deepen and broaden communication and discussion skills to honor diverse and conflicting perspectives, values and opinions
3. Establish team and conflict norms
4. Clarify roles and expectations
5. Clarify motivation and commitments
6. Identify collective team goals and measurable outcomes
7. Establish decision making protocols
8. Establish tracking and accountability practices

C) Building The Foundation: Policies & Procedures

1. Horizons In Learning will provide consulting to leadership to develop and clarify policies and procedures and how to deal with breakdowns.
2. Horizons In Learning can develop a customized Coaching Handbook that included policies, procedures, coaching agreements, organizational documentation processes, and forms, and any other relevant materials.
 - Clarify roles and responsibilities of coach/provider leadership/provider coachee
 - Clarify delivery issues related to duration, frequency, access and availability for coaches to provide coaching support. Issues related to staff coverage and release time can become critical to provide coaching that achieves real change in quality of professional practices.
 - Clarify coaching agreements between coaches and the provider program, the administrators, and the individual coachees.
 - Dealing with procedural or relational issues between coaches and programs
 - Clarifying lines of communication
 - Dealing with delays or lack of submitting reporting, documentation or assessments

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- Establishing regular protocols and a systematic approach to foster reflective practice, supporting sustained professional development through learning communities.

D) Commitment To Coaching Approach

1. Horizons In Learning will provide The Framework For Thinking™ coaching model and approach that supports quality improvement initiatives and/or coaching program goals and outcomes.
 - This model provides a “universal” foundation for deepening coaching skills that easily supports and enhances coaching efforts that are focused on achieving outcomes of a specific program, fidelity to a specific curriculum, or targeted evaluations/rating scales. Examples of these include: Creative Curriculum, specific literacy curriculums, social-emotional programs like CSEFEL/DECA/Second Step, CLASS, Environmental Rating Scales, or Quality Improvement Systems.
 - This coaching approach includes a training curriculum for coaches and coaching evaluation tools, as well as providing and modeling consulting/technical assistance, mentoring and coaching for the coaches.
2. Collaborate with leadership to clarify the scope and delivery of professional development curriculum for coaches/change agents.
 - a. Include specialized coaching strategies that may be needed to successfully meet the unique needs of programs and individuals being served, such as:
 - i. Owners/directors, teachers, teaching assistants, parents,
 - ii. Family Child Care Providers,
 - iii. Home Site Visitors or Family Advocates,
 - iv. Peer coaching
3. Strengthen reflective supervision skills of leadership to support the professional practices of coaches that models the same strategies expected of coaches
4. Clarify the tools, assessments and documentation process to evaluate the effectiveness of coaches
 - Use the Colorado Coaching Competencies Self Assessment to evaluate coaches and to develop professional development plans
 - Implement and review regular self reflection practices for coaches
 - Collect data and documentation of coaching practices, skills and effectiveness
 - Conduct regular coachee (practitioner) evaluation of coaches

II) IMPACT WITH INTENT - for Coaches/Change Agents

Horizons In Learning provides the *Coaching For Change Program* curriculum & *The Framework For Thinking™* coaching model and approach for coaches/change agents to become more self aware, intentional, effective, and skillful in their ability to help others achieve desired goals and outcomes that contribute to quality practices in programs that serve young children and families.

The delivery strategies will include providing and modeling training, consulting/technical assistance, mentoring and coaching. Horizons In Learning will customize and co-design the program components which can include the following:

- Onsite training and distance learning opportunities, including video conferences and webinars

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- Individualized one-on-one coaching for each coach
- Consulting/TA and targeted coaching for whole or small group coaching teams, including strengthening peer coaching skills
- Development of and facilitation of ongoing Learning Community for Coaches

This curriculum and coaching model addresses two areas of focus to support coaches/change agents to focus on how to intentionally foster lasting change in others through authentic engagement, empowered learning, and intentional practices. The first is **Conscious Coaching**, which focuses on expanding a coach's personal awareness; understanding the change process in themselves and others; taking responsibility for the influence and impact coaches have on others; embracing the role and mindset of a change agent beyond being an expert in early childhood best practices; and in the spirit of being a life long learner developing professional development plans for themselves. The second is **Coaching For Change**, which focuses on the best practices of early childhood coaches, increasing coaching skills and deepening and broadening coaching competencies to effectively help others achieve goals and desired outcomes.

A) CONSCIOUS COACHING

The learning objectives of coaches in this focus area include being able to:

- Understand and facilitate change process in themselves and with practitioners
- Clarifying and reframing the purpose, attitude and mindset of an agent of change.
- Shifting roles and mindset from monitoring and evaluating to coaching and facilitating reflective practice
- Embrace the role and mindset of a change agent as facilitator, including being able to provide support for others to learn, change and grow without having the answers or being the expert.
- Moving beyond being an expert of early childhood content and best practices to embracing the mindset and skills of an agent of change to use intentional and differentiated coaching practices to support the achievement of desired goals and address common challenges and barriers.
- Identify and examine their own core values, convictions, attitudes, judgments, feelings, behaviors and habits in relationship to effectively facilitating and supporting other adults to achieve goals and improve early childhood practices
- Identify their own strengths, needs, goals
- Complete change readiness self assessment for themselves to identify their own stage of development and tolerance for change
- Assess their own resiliency and ability to deal with stress. Complete an DARS (Devereux Adult Resiliency Survey).
- Use informal and formal assessment tools to assess skill mastery, measuring progress and success as change agent and for creating professional development plans for themselves, including using the *Colorado Coaching Competencies Self Assessment*.

B) COACHING FOR CHANGE

The learning objectives of participants in this focus area and program include being able to:

- Effectively use the *Framework For Thinking™* coaching model as a protocol to engage in reflective coaching conversations, that clarify the current situation, identify goals and

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measurable criteria for success, developing action plans and overcoming barriers and challenges in implementing action plans to achieve goals.

- Utilize specific strategies to overcome each of these common challenges and barriers (AAMESS – Issues related to Awareness, Attitudes, Motivation, Emotions, Stress, and Skill) to effect lasting change.
- Understand the continuum of delivery options (teach/tutor, TA/consult, mentor, coach) and differentiate these specific facilitation and scaffolding strategies.
- Utilize specific skills and tools associated with each of these specific scaffolding strategies.
- Analyze the situation and to intentionally choose the most effective scaffolding strategy to most effectively meet the coachee’s needs.
- Develop goals based on individual strengths and needs.
- Co-create action plans to meet goals and provide ongoing practical support so coachee successfully implements and/or modifies their plans to achieve success.
- Individually respond to coachee’s strengths, needs, goals
- Identify the strengths of each coachee using the What Works Adult Profile
- Assess and build on each coachee’s tolerance and readiness for change
- Support informal (self reflection, journals, videos, etc.) and formal documentation of improvement and change of coachee – in alignment with whatever evaluation the program is using (QRIS rating scales, CLASS, Environmental Rating Scales, Strategies Gold etc.)
- Help coachee link child outcomes using formal assessments (DRDP, Standards etc) and informal assessments (child observation, data collection of children’s work/behaviors, portfolios etc.) with effective teaching and professional practices.

Horizons In Learning will provide this professional development program that is aligned with the best practices of coaches, as outlined in the *Colorado Coaching Competencies*, to be responsive to the strengths, goals and needs of the person being coached, in the service of positive outcomes for children and families. These competencies are:

1. Setting Foundation
2. Co-Creating Relationship
3. Communicating Effectively
4. Facilitating Learning and Results
5. Assessing Success of Coaching Partnership