

Welcome!

The Role of Leadership in Creating a Reflective Practice Culture



THE NATIONAL CENTER ON
Parent, Family, and
Community Engagement

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Facilitators



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Evaluation

Instructions:

Please fill out the box in the upper right hand corner of your *Presentation Survey* with the information located to the left

• Event Name: Region X Ldrshp

• Date: 3/5/14

Presenter (s): Mindy May and Dewana Thompson

Presentation:
Role of Leadership in RP Culture

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Session Objectives

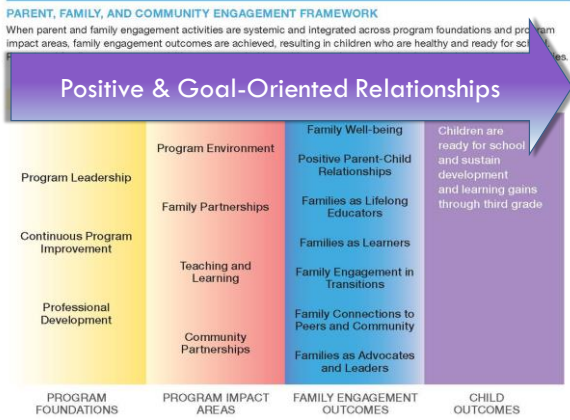


- Identify how leadership acts as one of the drivers in creating systemic, integrated and comprehensive family engagement that leads to children's school readiness and positive family outcomes.
- Identify the key components of a reflective practice culture
- Explore strategies leadership can use in establishing this kind of culture.

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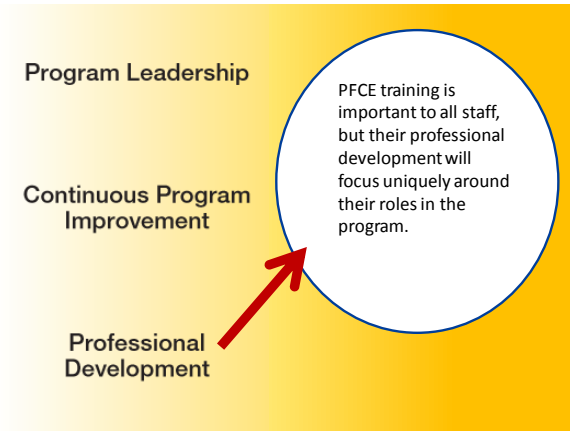
K What I Know	W What I Want to Know	L What I Learned	D What Will I Do With This knowledge?
Takes commitment and time	How do you make it work in a unionized environment?		
Depends on intrinsic motivation	Strategies for using RP with veteran staff		
Requires active listening	Motivate the unmotivated		
Open ended questions facilitates the process	How it plays out if one dept. adapts it and another dept. doesn't?		
Requires relationships	Examples of systems to use to do RP		
Respectful	How do you create buy-in and trust from all staff?		
Create emotional safety	Instilling programatically-how to embed		
Have to keep space open-don't just go to solutions	Maintaining personal boundaries		
Model for how staff can be with families	Assess if in living process? Sustainable system - keep it going		
Mentorship	Teach it for those who it is not their style.		
Staff feel supported			

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Strong Program Foundations = Organizational Supports = Outcomes

Organizational practices have to be aligned

Staff need organizational supports

Families providing feedback on program efficacy

Data needed to inform and assess efficacy



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Video

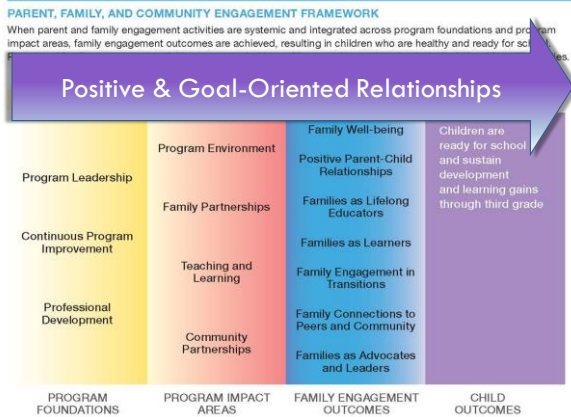


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What to Watch for

- What organizational practices do they have that support a reflective practice culture?
- What other practices might they consider to enhance a reflective practice culture?

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***Do unto others as you would
have others do unto others.***

Jeree Pawl

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Positive
Goal
Oriented
Relationships



**Head Start and
Early Head Start
Relationship-Based
Competencies**

for Staff and Supervisors Who Work with Families



9 Relationship-Based Competencies

1. Positive Goal Oriented relationships

Self-aware and culturally responsive relationships

2. Family well-being and families as learners
3. Parent-child relationship and families as lifelong educators
4. Family connections to peers and community
5. Family access to community resources
6. Coordinated, integrated, and comprehensive services
7. Data-driven services and continuous improvement
8. Foundations for professional growth

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Relationship Based Competency Activity

At your table:

- Review knowledge and skills for SUPERVISORS.
- Identify what your program currently does to support development/enhancement of that knowledge and skills.
- Share with those at your table.

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<i>Supervisor</i>	
KNOWLEDGE	<ul style="list-style-type: none"> • Has knowledge of effective relationship-building practices. • Is knowledgeable about reflective supervision and how to support staff's relationships with families.
SKILLS	<ul style="list-style-type: none"> • Demonstrates ongoing, collaborative, and respectful relationships with staff that contribute to their professional identity. • Is able to utilize active listening skills and demonstrates receptivity to feedback from staff. • Recognizes and builds on staff strengths and encourages staff to take responsibility for their own growth. • Demonstrates the ability to support and model ethical practice when interacting with staff and families.

RBC Team Activity Debrief

What did you discover?

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**Tools to use
when building
Positive Goal
Oriented
Relationships**



Attitude:

A frame of mind that we take towards someone.

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Strengths-Based Attitudes

- Staff and community partners deserve the support and respect we are asking them to give families.
- Families, staff and the community are our partners with a critical role in achieving outcomes.
- Staff and community partners have expertise about their own fields of practice.
- Families, staff and community partners have something valuable to contribute

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Relationship-Based Practices for Engagement

1. Reflect on your partner's perspective
2. Support your partner's competence
3. Focus on the family-partner relationship
4. Value your partner's passion
5. Reflect on your own perspective

Partner – staff, colleague, community partner, family, parent.

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Video



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Video Debrief

- What practices did you see being used?
- What specifically did the provider do or say that showed they were using that practice/attitude?
- Were there missed opportunities?
- If so, what were they and what practice would you have used at that point

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Evaluation



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Thank you!



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