Mentoring Pairs for Child Care

Module 1 Communication and Connections
Theory to Practice Study Group

Mentoring Pairs for Child Care
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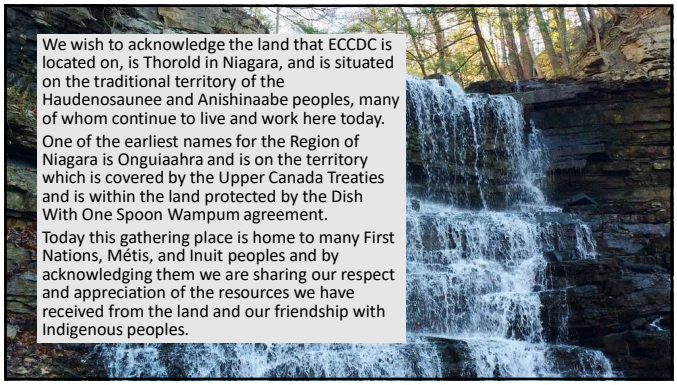

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Welcome and Introductions

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Mentoring Pairs Framework

The Partners In Practice (PIP) Mentoring Model provided the framework for the development of the program.

The model encourages the development and growth of a mentoring culture where community and pairs:

- Support and recognize each other;
- Are reflective practitioners;
- Exercise honour, respect and modesty; and
- Engage in continuous growth and learning.

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Partners In Practice Model

- The Partners In Practice model has the mentoring relationship at its core.
- The model addresses the following mentoring partners' needs:
  - belonging;
  - safe reflection; and
  - voice.

(Ferguson & McCormick Ferguson, 2002)

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Partners In Practice Model Components

- Three components support the mentoring relationship:
  - **Guiding Principles** which tell us how we view each other and ourselves;
  - a **Community-based Development** approach is used to support the mentoring relationship; and
  - **Tools and Strategies** - the materials we use to support and develop the mentoring relationship.

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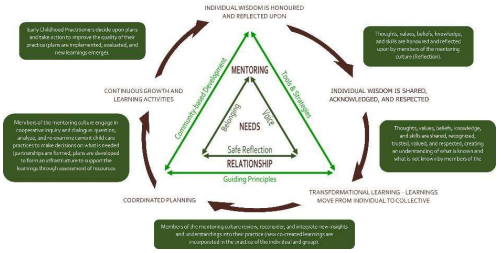
Mentoring Culture Learning Framework



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"…connection as the energy between people when they feel seen, heard and valued, when they can give and receive without judgement: and when they derive sustenance and strength through relationships" (Brown, 2015 p. 187).

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Reflections on Week 1 Video

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Curriculum Objectives

- Understand importance of communication and connection in working with others.
- Apply enhanced effective communication skills.
- Connection strategies to form trusting reciprocal professional relationships.

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Impact of Communication

Icebreaker

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Part 1

Understand the Importance of Communication and Connection in Working with Others

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The Importance of Communication & Connection

"The greatest need of a human being is psychological - to be understood, to be affirmed, to be validated, to be appreciated" (Covey, 1990).

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Individually Reflect

Who - Take a moment to reflect on all the partners you communicate and connect with in your supervisory capacity.

How - Reflect on the ways in which you communicate and connect with partners in your role as a supervisor.

What - Reflect on the strategies you use to role model communication with your team.

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"Communication is the bridge that links teamwork and success" *(Lombardi, n.d.).*

- Describe a time when your communication was successful.
- Why did you feel the need to communicate with the person or group?
- Who were you communicating with?
- What was the purpose of the communication?
- **Why were you successful?**
- What would you change/not change?

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Communication Tips

- Suspend judgement
- Open-ended questions (who, what, when, where, and why)
- Summarize
- Clarity
- Active Listening
- Focus on positive aspects
- Emphasis on problem-solving

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Part 2

Apply Enhanced Effective Communication Skills

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Effective Communication is:

- intentional, explicit and honest;
- a crucial aspect of practice to uphold professional standards, such as meeting the safety, needs, and best interests of the children;
- the ability to maintain professionalism and boundaries; and
- an essential skill that will continue to develop and improve throughout your career.

(College of Early Childhood Educators, 2021a, p. 2)

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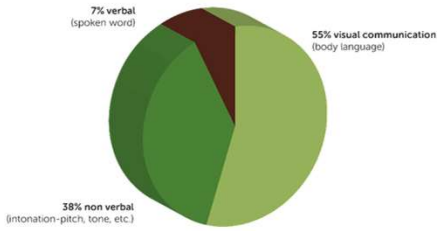
Communication Model by Albert Mehrabian



https://www.toolshero.com/communication-methods/7-38-55-rule/

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Body Language and Nonverbal Communication

- Body movement
- Posture
- Eye contact
- Facial expression
- Silence

(College of Early Childhood Educators, 2021a)

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Intrapersonal Skills

What are they and why are they important?

- Listening attentively
- Working in a team environment
- Being responsible
- Being dependable
- Exhibiting leadership skills
- Being adaptable
- Exercising tolerance
- Practicing empathy (Indeed Canada, n.d.)

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Listening

"Good listeners don't interrupt, especially to correct mistakes or make points; don't judge; think before answering; face the speaker; are close enough to hear; watch nonverbal behaviour; are aware of biases or values that distort what they hear; look for the feelings and basic assumptions underlying remarks; concentrate on what is being said; avoid rehearsing answers while the other is talking; and don't insist on having the last word" (Gemmet, 1977, n.p.).

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Written Communication

"Strong written communication skills are also crucial to being an effective communicator. Remember, no matter the audience, the basis for communication should always be respectful and professional" *(College of Early Childhood Educators, 2021a, p. 3).*

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Virtual Communication

- What virtual communication mediums do you use?
- What do you feel the advantages and disadvantages of communicating using virtual formats?
- How do you see your role as a supervisor in supporting the team with effective communication?

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Leaders in supervisory roles support staff with communication and collaboration by:

- setting the example for communication and promoting a culture of collaboration;
- developing respectful and responsive relationships with staff so they feel comfortable communicating their challenges;
- implementing pedagogical approaches that encourage self-reflection, discussion and ongoing collaboration and learning among RECEs;
- supporting staff in building relationships with each other;

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Leaders in supervisory roles support staff with communication and collaboration by: *continued*

- supporting and encouraging staff to engage in interprofessional collaboration;
- ensuring policies and procedures reflect positive and equitable communication and collaboration practices between colleagues and families;
- engaging in self- and collaborative-reflection helps to strengthen interpersonal communication skills and collaborative efforts; and
- actively reflecting on their communication with staff to ensure they are respectful and equitable. (College of Early Childhood Educators, 2021a, p. 6)

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Communicating with Colleagues

- Send encouraging messages to team members by e-mail, phone, or text.
- Connect with colleagues to motivate each other, share goals, and ask for feedback.
- Talk with an accountability partner to brainstorm problems and ideas, as well as to discuss planning strategies and accomplishments.
- Respond to work e-mails, calls, and texts promptly.
- Connect with supervisors to communicate questions, concerns, updates, clarifications about projects, or schedule changes.

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Communicating with Colleagues *continued*

- When using e-mail, keep it professional. If you need to discuss more complicated matters, schedule a phone or video conference. Follow up phone calls with an e-mail to review follow-up items.
- When supervising or supporting others, connect individually set time each week. Review work goals, discuss how things are going, identify challenges and successes, and reflect on overall perceptions about progress. (Adapted from Masterson, 2020, n.p.)

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Authentic Listening

https://www.youtube.com/watch?v=gZA2770_f84

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Part 3

Connection Strategies to Form Trusting Reciprocal Professional Relationships

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Dr. Jean Clinton (2014) describes responsive, nurturing and positive relationships as focusing on and prioritizing the quality of your interactions. You have a professional duty to communicate with others in the practice setting; even when communication or collaboration might seem challenging or easily avoidable, RECEs rely on these meaningful relationships to guide effective communication and collaboration to best meet the children's needs and interests" (College of Early Childhood Educators, 2021, p. 1).

- Individually reflect on the strategies that you use when developing trusting relationships, then how you sustain them.

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Relationship Building

a) Relating is more important than knowing facts
b) Working through connections
c) Personalizing relationships
d) Building team relationships
e) Socializing
f) Being nice
g) Being proactive in conflict resolution
h) Creating funding opportunities

Authentic Self Awareness

a) Maintaining personal maturity
b) Being modest
c) Actively listening
d) Understanding personal and professional motives
e) Understanding when to work collaboratively

(Adapted from Miller & Miller, n.d., p. 9)

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Building Relationships at Work

(College of Early Childhood Educators, 2021b)

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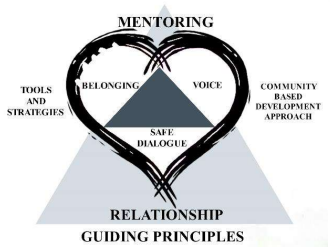
Mentoring Relationship



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Pair Action Planning

- Share your goal(s) for the program with your pair partner.
- Action plan for your time and connections together - in-person, via email, by telephone, virtual gathering, etc.
- Consider any resources you would like to share with others.

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Session Wrap-up & Next Steps

The Virtual Classroom

- Check out the discussion board
- Review supporting resources
- Explore the supplementary reading list
- Post resources for sharing
- Track time
- Complete evaluations

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