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Education Manager Series:
Reflective Supervision to Build Capacity

June 25, 2019
Presenters:
Dr. Sherryl Scott Heller, PhD
Roselia Ramirez, NCECDTL

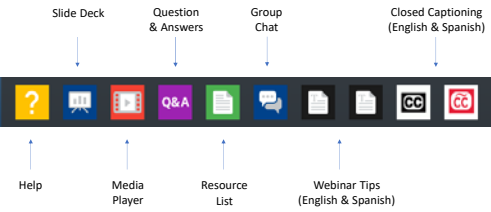


NATIONAL CENTER ON
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Webinar Features



Slide Deck Question & Answers Group Chat Closed Captioning (English & Spanish)

Help Media Player Resource List Webinar Tips (English & Spanish)

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Session Objectives

At the end of this presentation, you should be able to:

- Understand how reflective supervision can be used to improve program quality
- Know what the reflective supervision process involves
- Understand ways education managers can use reflective supervision in their work with education staff

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Session Agenda


Here's what we're doing today:

1. Defining Reflective Supervision
2. Introducing the 3 core components
3. Reviewing Processes of Reflective Supervision

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Defining Reflective Supervision




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Tell us about you.

Think back to all of your different supervisors and mentors. Which of those individuals did you feel were good supervisors or mentors? The ones you felt really understood you and you were willing to go the extra mile for. Please list adjectives that you would use to describe that person.



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Reflective Supervision

A relationship...

- that aims at creating a climate
- where both the client's and the helper's needs are being considered
- so that the effectiveness of the intervention is optimized

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Reflective Supervision

Partnerships in which the supervisee:

- ❖ Never feels alone
- ❖ Is not overwhelmed by fear or uncertainty
- ❖ Feels safe to express:
 - Fears
 - Uncertainties
 - Thoughts
 - Feelings
 - Reactions


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 Reflective Supervision

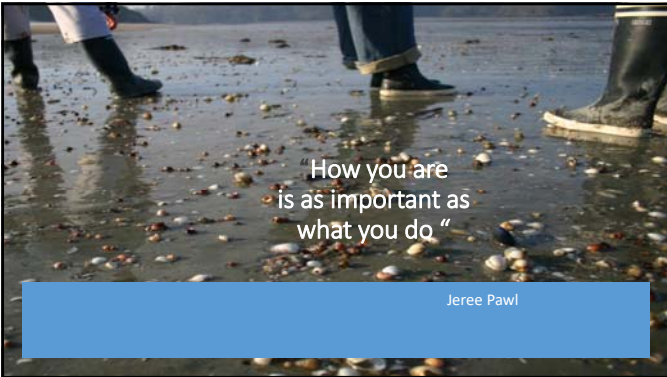
Learns more about

- Him/herself
- The client
- Co-workers/colleagues
- The work





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How you are
is as important as
what you do “


Jeree Pawl


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Three Core Components of Reflective Supervision

 Reflection

 Collaboration

 Regularity



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Three Key Components of Reflective Supervision:

- Reflection
- Collaboration
- Regularity




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Component 1: Reflection

- ❖ Taking the *time* to *wonder* what the experience *really* means.
- ❖ What does it tell us
 - About the education staff/child
 - About ourselves
- ❖ Using our thoughts and feelings to identify the intervention/response that best meets the needs of educational staff; for self-sufficiency, growth, and development
 - B.E.T.H.



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B.E.T.H.

BETH is a great friend to have when things get stressful! If you practice calling on her, she will start appearing in your thoughts more and more automatically with time.

- B:** Belly breath.
Take a **slow, deep abdominal breath.**
- E:** Emotions.
Take a look at your emotions by asking: **What am I feeling right now?**
- T:** Thoughts.
Take a look at your thoughts by asking: **What negative thoughts am I having right now?**
- H:** Helpful response.
How can I rephrase my negative thoughts?: **What is a more HELPFUL RESPONSE?**

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Component 1: Reflection

- ❖ Is NOT therapy
- ❖ Does involve exploring experiences, feelings, and thoughts directly connected with the work
- ❖ Does involve helping supervisees manage stress
- ❖ **Allows the supervisee to experience the kind of relationship that she is expected to provide to the children and their families**

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Productive Reflection

Requires a foundation of acceptance and trust

↓

Characterized by safety, calmness, and support

↓

An environment where people do their best thinking (reflecting)

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Reflective Process – Donale Schon 1985, 1987

```
graph TD; A[Reflection on action] --> B[Understand past events  
Planned reflection  
Explicit and deliberate process]; C[Reflection for action] --> D[Anticipate future events  
Planned reflection  
Explicit and deliberate process];
```

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Reflective Processes – Donald Schon 1985, 1987

Reflection on action	Reflection in action	Reflection for action
<ul style="list-style-type: none"> Understand past events Planned reflection Explicit and deliberate process 	<ul style="list-style-type: none"> Occurs in the moment Done almost subconsciously Usually tacit 	<ul style="list-style-type: none"> Anticipate future Deliberate reflection Explicit and deliberate process

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Component 2: True Collaboration

- ❖ Open communication
 - Two way
 - Protected from outsiders (confidentiality)
- ❖ Characterized by trust and safety
 - Range of work related issues can be discussed without fear of judgment or ridicule
- ❖ Involves curiosity and active listening
 - “What were you feeling when she said/did that?”

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Component 2: Collaboration

- Sharing the responsibility and control of *power*
- Does NOT exempt supervisors from setting limits or exercising authority
- DOES allow for a balanced dialogue to occur on issues affecting the supervisee and the program

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Component 2: Collaboration




- ❖ Offers supervisors a chance to learn from (as well as teach staff)
- ❖ Allows supervisors to recognize opportunities to share responsibility and decision making
- ❖ Supports and cultivates leadership skills from within the organization

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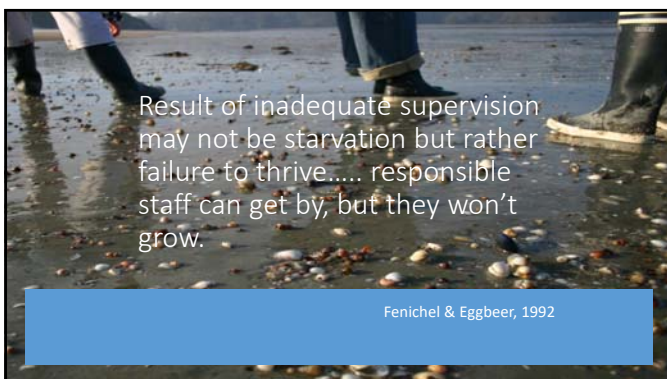
Component 3: Regularity

- ❖ Reliable schedule
- ❖ Sufficient time
- ❖ Protected from cancellation, rescheduling or procrastination
 - If happens frequently inquire why



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Result of inadequate supervision may not be starvation but rather failure to thrive..... responsible staff can get by, but they won't grow.

Fenichel & Eggbeer, 1992

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Processes of Reflective Supervision

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Processes of Reflective Supervision

<ul style="list-style-type: none"> ❖ Parallel process ❖ Importance of feelings (affect) ❖ Active listening ❖ Use of relationships to support learning ❖ Facilitating problem solving/critical thinking 	<ul style="list-style-type: none"> ❖ Support use of self reflection and self-awareness ❖ Attention to content AND process ❖ Use of perspective taking (with-holding judgment) ❖ Acknowledge the complexity of the work
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Parallel Process

- The idea that a new experience in relationships at any level could translate into changes in other relationships is called the “parallel process”.
- In relationship-based services, the term describes the way the positive effects of relationships can impact other relationships.

Source: Technical Assistance paper NO. 13 Reflective Supervision: A Tool for Relationship-Based EHS Services

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Parallel Process

- ❖ The "Ripple Effect"
- ❖ Role of supervisor is to support staff to have strong secure relationships with children, families and coworkers.
- ❖ Supervisors are the constants in the lives of the staff
 - ✓ "How can I help you do what you need to do?"
- ❖ Allows staff to be a positive constant in the lives of their children and families.
- ❖ Allows parents to be a positive constant in the lives of their children

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Parallel Process

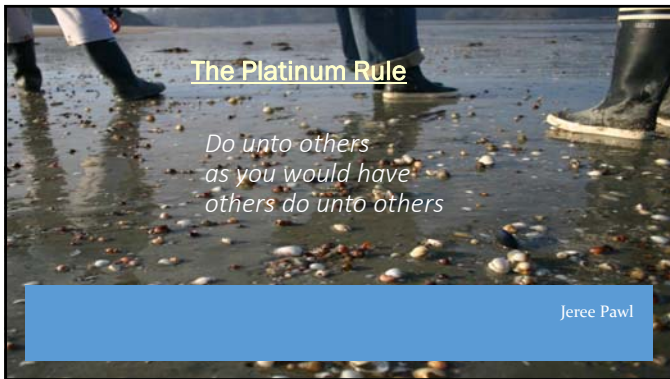
A center director's leadership style is **STRONGLY** related to the style of teaching in the center

- Warm flexible leadership style
- Teachers typically displayed high levels of:
 - Encouragement
 - Sensitivity and
 - Creativity
- Arbitrary leadership style lacking warmth
- Teachers typically displayed:
 - Low levels of encouragement
 - High degree of restriction
 - Emphasis on rule and restraint


Neugebauer (1990)

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 **Facilitates Problem Solving**

- Sharpening critical thinking skills
- Conflict resolution
- Shared decision making
- Perspective taking





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 **Supports Use of Perspective Taking**

- With-holding judgment
- Attribution error
- Role in conflict resolution






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 **Supports the use of self-reflection**


- ❖ Awareness of strengths and challenges
 - Building on the strengths
 - Addressing challenges
 - Impact on other colleagues
- ❖ Balancing professional and home life
- ❖ Being aware own emotional/stress state



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 Attention to Content and Process

- ❖ Application of infant mental health theories
- ❖ Need to provide trainings or suggestion readings
- ❖ Tendency to get caught up in content
 - Step back and observe process



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Questions





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Interactive Curriculum Consumer Report
Updated and Available on the ECLKC!

Curriculum Consumer Report
Reviews and Ratings of Comprehensive Curricula

Use these reviews and ratings to learn how curricula meet effective, high-quality standards.

Select a type of curricula

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Thank You

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or call (toll-free)
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