

# Welcome to conversations on Leadership and Administration in Child Care



# Acknowledgement of land



## Gathering Intentions

- Come as you are; BE yourself and use your **voice**
- **Listen** to what is being shared and what is missing
- **Notice** where YOU find yourself pausing and want to know more.
- Be curious
- Challenge the idea not the person
- Be willing to **unlearn** and **relearn** current thinking – EVEN if you experience discomfort
- Come prepared having done the **work**, to **do the work**, to **grow**
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## A quick revisit of last session

- Team Building and Communication
- Did you use the tool provided? 10 Dimensions of Organisational Culture?
- Read Ch 2 of From Teaching to Thinking?
- Have you been thinking about GRACE as a concept?
  
- Anything else.

# Tough and Tender Conversations with staff teams and parents

- This is a good follow up to our last session on communication and I will be assuming you have that foundation.
- Conversations with families and team members share the same basic principles.
- A shift from Managing people to coaching people.

# Better Conversations

Complex, fulfilling relationships don't appear suddenly in our lives fully formed. Rather, they develop one encounter at a time. Building trust is Active.

Better conversations is a movement toward a more authentic version of yourself.

To be authentic, you need to know what you believe. (YES we are back to values!!!)

## 6 Beliefs about people I work with

**I see others as equal partners**

**I want to hear what others have to say**

**I believe others should have autonomy**

**I don't Judge others**

**Conversation is back and forth**

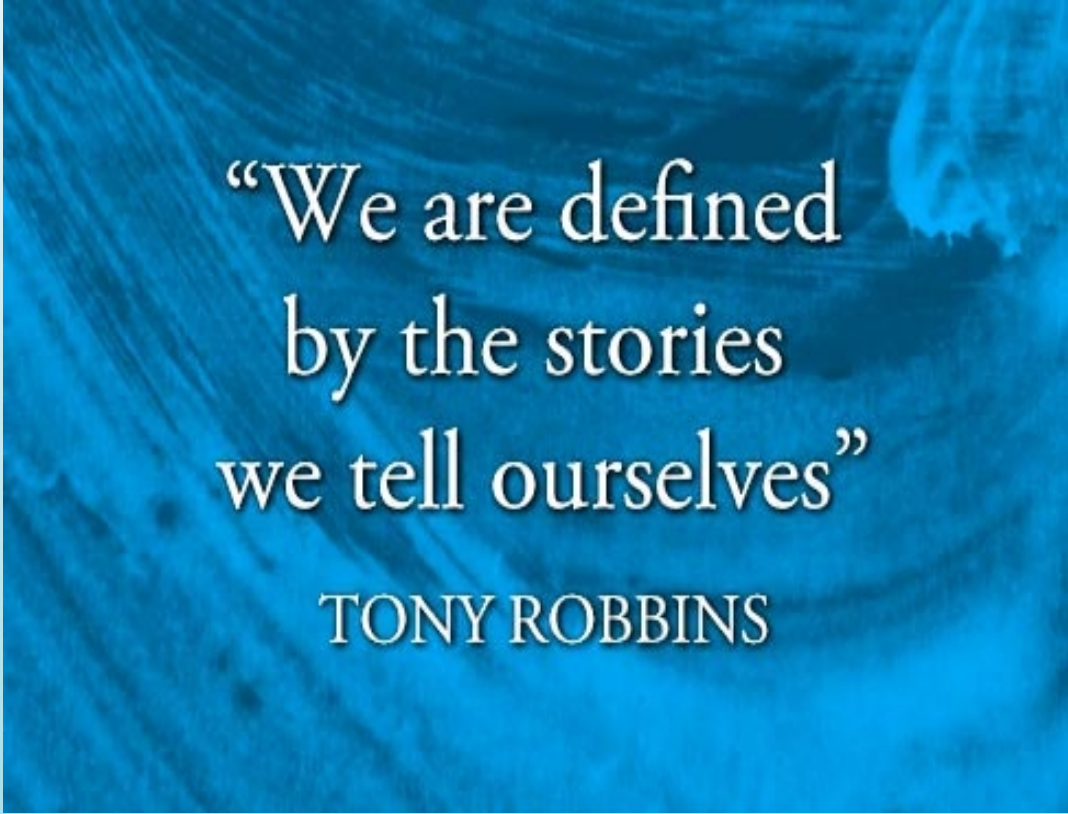
**Conversation is life giving**

# Active Listening

**The active listening skill set** involves these 6 active listening techniques:

1. Paying attention
2. Withholding judgment (the story I tell myself is...)
3. Reflecting (active, I think what I heard was...)
4. Clarifying (questions or re-phrasing, So can you say a little more about...)
5. Summarizing (try and use their words)
6. Sharing

The story I tell  
myself



“We are defined  
by the stories  
we tell ourselves”

TONY ROBBINS

# The Power of Powerless Communication

Adam Grant  
(TED Talk)

Being Open about who we are - Vulnerable

Concern / Empathy

Don't Have to be the expert (Partner)

Be curious - Ask questions and then stop talking!

Stay open to the opinion of others

Ask for Advice

Be genuinely interested - all of your attention

# 7 Essential Questions

The Kickstart Question: **What's on your mind?**

The AWE Question: **And what else?**

The Focus Question: **What's the real challenge here for you ?**

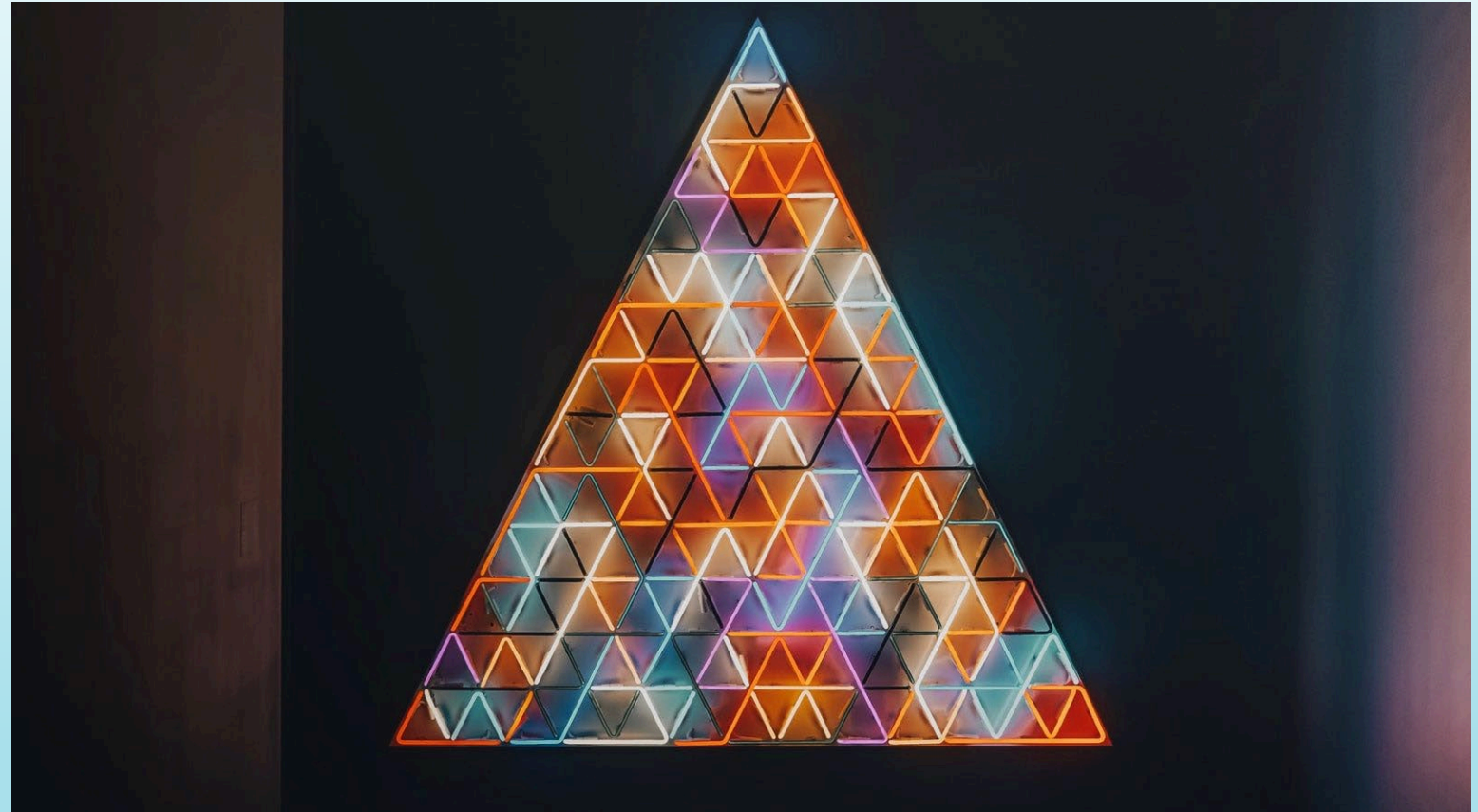
The Foundation Question: **What do you want ?**

The Lazy Question: **How can I help ?**

The Strategic Question: **If you're saying 'yes' to this, what are you saying 'no' to?**

The Learning Question: **What was most useful for you?**

# The Drama Triangle



***The Dark Side***

Victim



Persecutor

Rescuer

*The Light Side*

Victim

**Challenger**

Persecutor

**Creator**

Rescuer

**Coach**

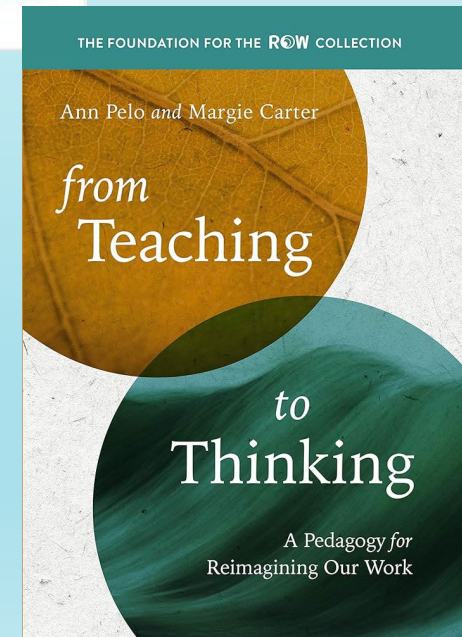
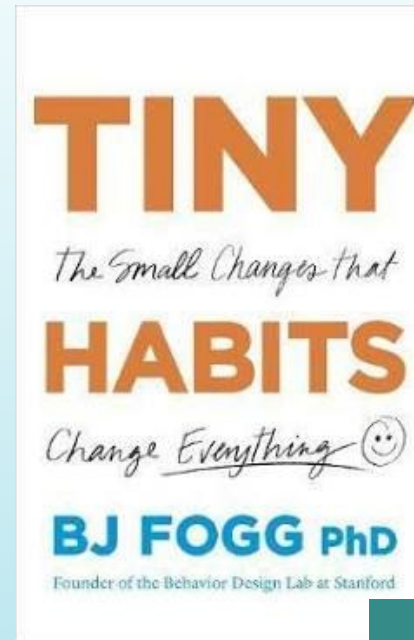
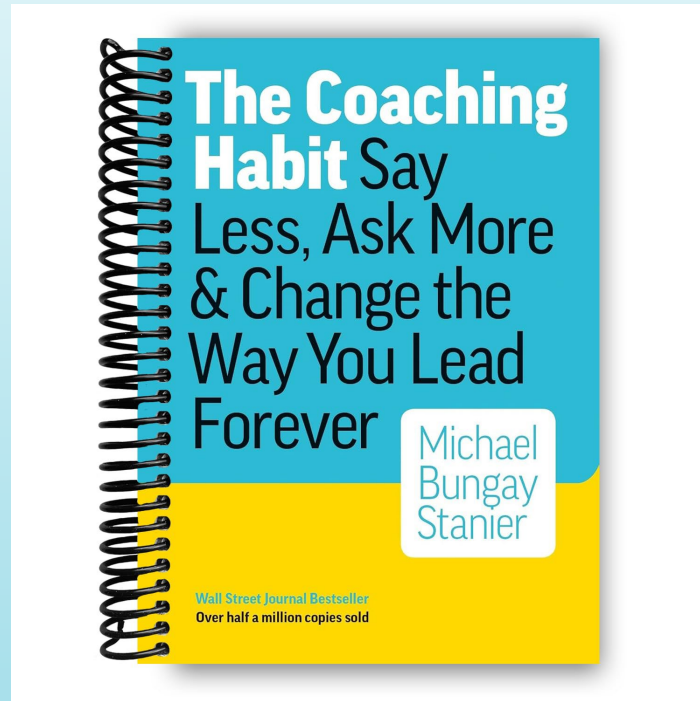


## Beware the advice monster



*"I have no answer for anything really... I teach my students how to ask questions. In the word **question**, there is a beautiful word **quest**. I love the word. We are all partners in a quest...The essential questions have no answers. You are my question, and I am yours---and then there is dialogue. The moment we have answers there is no dialogue. Questions unite people, answers divide them."* Elie Wiesel

# Some Resources



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**Coaching** is unlocking people's potential to maximize their own performance. It is more often helping them to learn rather than teaching them.

- John Whitmore

## Shift with families

“We moved from *talking to* families about their children to *thinking with* families about teaching and learning. We moved from hoping families would be different because of our expert offerings to hoping that we would be different because of our collaboration with families”

Ann Pelo

*“A child enters our school with a story, a life in her family. If we keep the child at the centre of our work, we must consider her family, or we have an incomplete child.” -*

Mara Davoli, educator in the schools of Reggio Emilia, Italy

# Working with families

Navigating power and  
parents aspirations for  
their  
children with confident  
Transparency

Relationships are  
foundational



## The way we make space for families

- Governance (power sharing / decision making)
- Family Fridays (connection / relationships / pedagogy)
- Family Meetings (connection, pedagogy, relationships)
- Family Community of Practice (learning together)
- Family Fun Days (connection / relationships)

# Relationships before Policies

Policies and practices and pedagogy should build relationships not spark conflict (because they should flow from values)

Policies are a tool to guide our life together as a community not as a hammer to ensure compliance.

Clarity in policy leads to compliance and community harmony.

Always leave space for change

# Ethics and Boundaries

- As a leader – with many eyes and ears on you – you must hold yourself to a high ethical standard as you interact with staff teams and parents.
- Having boundaries about the time, place and tone of communication is good and fair for everyone. Being harassed is not acceptable. Written policy can be helpful here.
- We live life alongside families – sharing the ups and downs (ours and theirs) and fostering a relationship that primarily serves the child and secondarily serves the family too.
- Boundaries / Conflict / Biases are best managed when values align

# Offerings for further thinking and reflection

- [nbyres@richmondchildcare.org](mailto:nbyres@richmondchildcare.org) for any dialogue or resources

I'll hang out here if you have any specific situations you want to dialogue about (I'll stop the recording so privacy is maintained)