

Relationship-Based Professional Development Credential Course

Learning Activities for Session 10 – Co-Creating Relationships: Maintaining Relationships

Please note: The RBPB Credential materials are owned by the Minnesota Department of Human Services, Child Services Division. The materials will be available on Canvas during the course and for one week after the course ends. You are responsible for downloading any materials that you would like to keep for your records.

Session 10 Overview

Course Level:

2

Knowledge Competency Framework for Early Childhood Practitioners:

Content Area VI: Professionalism

RBPB KCF Content Areas:

IV. Effective communication

CDA Content Area:

Professionalism

Learning Objectives:

- Objective 1: Participants will examine strategies for maintaining a trusting relationship
- Objective 2: Participants will analyze coaching interactions for relationship keys and routines.
- Objective 3: Participants will problem-solve challenges that may arise over the course of the RBPB relationship.

Learning Activities for Session 10: Co-Creating the Relationship: Maintaining Relationships

Reading: Session 10 Documents

Lecture Notes, PPTs and Handouts:

- Session 10 PPT Maintaining Relationships
- Session 10 Lecture Notes A - Maintaining Trust: The Power of Routine
- Session 10 Lecture Notes B - Analyzing an RBPB partnership
- Session 10 Lecture Notes C - Facing Challenges in Ongoing Relationships
- Session 10 Article – Are You Coaching Heavy or Light? (Killion, 2008)
- Session 10 Assignment - Are You Coaching Heavy or Light

Web Links

- Video Conferencing 101
<https://ectacenter.org/~pdfs/topics/disaster/BuildYourVCSkillsSelfAssessment.pdf>
- Article: Are You Coaching Heavy or Light? (Killion, 2008)
<https://learningforward.org/wp-content/uploads/2008/05/may08-issue.pdf>

Video Link

(allow 20 minutes for prep to get ready for the video chat)

- Video clip of coaching session https://mediaspace.umn.edu/media/t/1_qd45gpi1

Note: If this link doesn't work when clicked, copy, and paste into a browser

Ongoing Resources:

- **RPBD Credential Glossary**
- *Minnesota's Knowledge and Competency Framework for Relationship Based Professional Development Specialists* <https://edocs.dhs.state.mn.us/lfserver/Public/DHS-7586-ENG>

Discussion Board:

Initial response due by _____. Responses to at least three other participants by _____.

- **Post on the Discussion Topic after reading Lecture Notes B- Analyzing an RBPB Partnership, viewing the video, and taking notes as instructed in the *Notes*.**

What was it like to be able to observe a live coaching session in the video (how does it inform your understanding or picture of RBPd)?

- What did you notice in the video that supported the use of routines?
- What was the evidence for relationship and how did you see the interactions support the relationship?
- What role do questions play in the coach-teacher meeting?

Video Chat:

To prepare for the video chat, please read and consider the following:

Lecture Notes A

- What does it mean to ensure that the teacher maintains both “choice” and “voice” from Jim Knight? Can you think of any examples?
- When you think about these three words “Continuity,” “Predictability,” and “Accountability,” how do they impact an **ongoing** RBPd relationship? Why do they matter (or do they)? What do they look like (think of specific examples)? What happens in a relationship if they are missing? Give specific examples from your own experience, thinking, or from the coaching video. (Add any new thoughts from the coaching video that might not have come up in the discussion board.)
- What tip/s would you give an RBPd Specialist to help them establish routines to promote a strong *ongoing* RBPd Partnership? What if that RBPd partnership was going to be *virtual*? What about doing RBPd with groups?

Identify a question (unique to working virtually) that you might ask a new RBPd partner to help define expectations for virtual coaching, and one question a new RBPd partner might have about beginning a new virtual RBPd partnership.
Group RBPd?

- Thinking about other stakeholders:
 - What do you (could you) do to pave the way for a good relationship with directors or other program leaders?

Lecture notes C

- To kick off this problem-solving section, think about all of the ways that you might experience “static” that interrupts your focus as the RBPd partnership evolves over time or your RBPd work overall. (We talked about “static” in Session 8 as interfering with

active listening in the moment? This is similar, so some of those thoughts may apply here. But in particular what relational “static” can emerge as relationships continue over time?

- How would you build or maintain relationships in the following scenarios? *Come to chat prepared with one strategy for each situation:*
 - **Situation #1:** As you are working in a classroom you notice that two of the adults have tension between them. Since the assistant teachers switch midway through the day, you did not notice at first. Your last two visits were in the afternoon and the tension is obvious by flat affect and abrupt voices when the two adults speak to each other. One way to address this would be....
 - **Situation #2:** You are working with 15 teachers/providers in both center and family child care programs. Five of the providers have very similar goals but they are located across a 4-county area. One way to address this would be....
 - **Situation #3:** You are working virtually with a program that has uneven buy-in. The director wants to be supportive but seems overwhelmed with business practices and parent needs. Two of the educators have uneven participation—they are present for zoom RBPB meetings, but they forget materials and do not seem committed to the RBPB goals. One way to address this would be....

Reflection Assignment:

- **Levels 1 & 2:** Please complete the *Session 10 Reflection Assignment - Are You Coaching Light or Heavy* (found in this session’s documents).
- **Level 2:** Write a paragraph describing a situation where you felt the need to hold an RBPB partner accountable (possibly an example of what Killian might call “coaching heavy”) in order to do what is best for the children in their program. To think about and describe as part of your reflection: how did you manage maintaining the relationship as you saw a need to “nudge” the RBPB partner towards change? Was the shift uncomfortable, or did you need to manage your own feelings as you navigated the situation?