

### Background

Coaching is a practice of interest in the field of early childhood intervention (ECI) in Aotearoa New Zealand (NZ), because it can empower coach-ees to discover ways of interacting and supporting a child in their natural environments

Coaching is underpinned by theories of self-efficacy<sup>(1)</sup>, self-determination<sup>(2)</sup>, goal striving<sup>(3)</sup>, self-regulation<sup>(4)</sup>, and adult learning<sup>(5)</sup>

### Policy, practice, and curriculum links

- Treaty of Waitangi,
- Whānau Ora,
- NZ Disability Strategy,
- Specialist Service Standards,
- Early Intervention Practice Framework
- Tātaiako,
- Te Whāriki

### The practice of coaching<sup>(6,7,8)</sup>

Coaching is a process carried out between two people – the coach and coach-ee. The coach-ee could be a parent, caregiver or member of the wider whānau or community, an early childhood teacher, educational support worker, or other professional, including the early interventionist themselves. Coaching involves the coach and the coach-ee developing a pathway or plan with identified goals, through a process of questioning. The coach-ee is then responsible for working towards these outcomes by means of agreed strategies. Periodically the coach and coach-ee revisit goals to reflect on and evaluate progress. If current methods of goal striving are unsatisfactory or desired outcomes are not reached, then adapting or changing goals or activities may be necessary. The coach offers support and believes in the coach-ee’s ability to build from current positions, with their own strengths and capacities. Coaching facilitates development of awareness, understanding and requires openness to change.

### Method

- Qualitative mixed-method multi-phased study looking at the development and application of coaching by specialist practitioners in ECI in NZ
- Ethnographic and generative data collection methods

### Phase 1 Research Question:

*In what ways are EITs learning about and using coaching in EI settings in Aotearoa New Zealand?*

- This poster is based on Phase One findings revealed through thematic analysis of data from interviews with ten participants working in ECI

# Partnership & Coaching in Early Childhood Intervention

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## RELATIONSHIP based

“all coaching is based in the relationship”

### □ Negotiating relationship

“describing what is going to happen before you do it, so that they know that this is a coaching relationship”

*warm, friendly, open, affirming, trusting, real*

### □ Safe space

“it has to be a safe environment”  
“a space for the parent or teacher to reflect ....”

### □ Taking time

“it’s taking the time right in the beginning to explore, to try and tease out”

*not knowing, non-judgemental, respectful, genuine*

### □ Listening

“Just listening, you know?”  
“really listening...so that they feel heard”

### □ Holding back

“... she’s got lots of good ideas on the topic, she’s seen that quite a few times. She knows exactly how you fix it...but she’s said “what have you tried?”.  
“it’s not jumping in and giving the answers”

## PARTNERSHIP

“a feeling of a team and family focused partnership”

### □ Together (we)....

“we’re”  
“learning from each other”  
“working alongside”  
“joint problem solving”  
“exploring potentiality”  
“together”



## About the OTHER

### □ Focusing on the coach-ee

“other person’ focus...“you explore what’s on top for them”

### □ Acknowledging strengths

“people always have something in their kete”

*To a parent:* “you know your child better than anyone. I don’t. You know.”

### □ Belief

**Our belief in the other:** “that thing of needing to believe that all families are capable and competent”

### Instilling self-belief:

“she does have the answers and she can, ...she’s just overloaded and she hasn’t even thought about that”

“so that the teacher sees themselves as the person that’s got the expertise”

## Towards INDEPENDENCE

“our natural instinct I think... is to rescue and is to tell, and to do for”

*“We had to explore – you might go in to do that weekly or you might be able to go in and do it fortnightly, but are you going to be able to go in and do that for the rest of their lives?”*

“setting families up to be more confident”

### □ Interdependence

“where they think actually no I can problem solve this and I can actually come up with these solutions but with the knowledge that there’s someone alongside them”

## EMPOWERMENT

“there’s no hierarchy or stuff going on”  
“having the end goal of they are going to be empowered”

### □ Family-led

“it’s driven by families goals and values”

“I think that it’s got to be within...the parameters of what families want ...And what they’re ready for”

### □ Giving voice

“it’s really empowering parents as well....It’s really giving them... It’s giving them a voice and making them feel that that really matters, you know”

### □ Gaining buy-in

“I think you’re getting buy in from them to begin with because it’s coming from them”

- How does coaching facilitate partnership in early intervention?
- How might we incorporate coaching into our early intervention practice to empower families and educators?
- In my practice, do I build genuine positive relationships with those that know the child best?
- Does our service delivery model encourage our focus to be on the “other”?

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