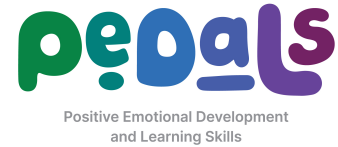


Coaching to Promote Self-Reflection: How promoting reflective practice differs from evaluative coaching practices



What is it? *Coaching to Promote Self-Reflection* is a set of examples that focus on coaching interactions that help teachers and coaches develop self-reflection skills.

Why use it? Many coaches and supervisors are experienced with using positive feedback for early childhood teachers but less experienced with helping teachers reflect on their own practices. *Coaching to Promote Self-Reflection* focuses on the difference between giving positive feedback and helping teachers practice self-reflection. It also helps coaches use self-reflection for themselves.

How to use it. Use the examples to understand the difference between positive feedback and self-reflection. Study the sample questions that promote self-reflection and use them to help develop your own skills when working with teachers. Use the section on videotaping teachers to incorporate self-reflection into the process. Use the self-reflection questions for coaches to practice self-reflection for yourself.

When to use it. Use it as you prepare to become a PEDALS coach to clarify the role and practice of self-reflection in working with teachers. It can also be used in study discussions with other coaches to improve your own skill at helping teachers practice self-reflection. If you are supervising coaches, you can also use it as a training and discussion tool.

A Tip:

- Encourage coaches to write out their own anecdotes similar to the example in this document, using their actual words. Coaches, as individuals or in groups, can use these examples to improve their skills at helping teachers practice self-reflection.