

Coaching as an Instrument of Culture Change in Early Childhood Intervention

Helen Mataiti, PhD Candidate,
Dr Anne van Bysterveldt
Associate Professor Judi Miller

*School of Health Sciences,
College of Education, Health and Human Development,
University of Canterbury*



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Background

- Family involvement in early childhood intervention (ECI) is fundamental BUT disempowerment still occurs
- Literature suggests facilitative coaching can:
 - empower families, early childhood (EC) educators
 - support embedded intervention
 - promote inclusion and participation
- Early Intervention Practice Framework (EIPF) recommends coaching
- no specific policy or training guidelines exist alongside the document

(Barrera & Rosenbaum, 1986; Lea, 2006; Mahoney et al, 1999; McWilliam et al, 2000; MoE, 2011; Rush, Shelden & Hanft, 2003)

Research context

- Anecdotally, early intervention teachers (EITs) have trialled coaching
- But, little known about how or to what extent this process has taken place.....
- nor how practitioners learned to coach....

Aim

- to uncover the motivations for and mechanisms of coaching in ECI in ECE settings in NZ, from the perspective of EITs.

Design

Part 1 (n = 10)

Semi-structured interviews,
Thematic analysis

RQ1: How do EITs describe what coaching is, and why it might be used in ECI?

RQ2: How are EITs learning about and using coaching in NZ?

Part 2 (n = 5)

Ethnographic & semi structured interviews, prospective thematic analysis

RQ3: How might a specific PL programme in coaching facilitate learning and praxis?

Theoretical framework

- **Activity Theory**

Vygotsky, Leont'ev, Engeström *and others*

- **Kuhn**

'The structure of scientific revolutions' (1962)

"paradigm shifts"

Summary of Findings

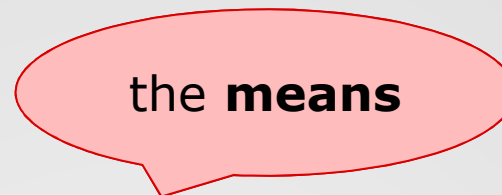
Participants described:

1. cultural-historical ECI practices, also influential in the current day
2. the sense being made of coaching in theory and practice
3. how ECI might look and feel with coaching in place

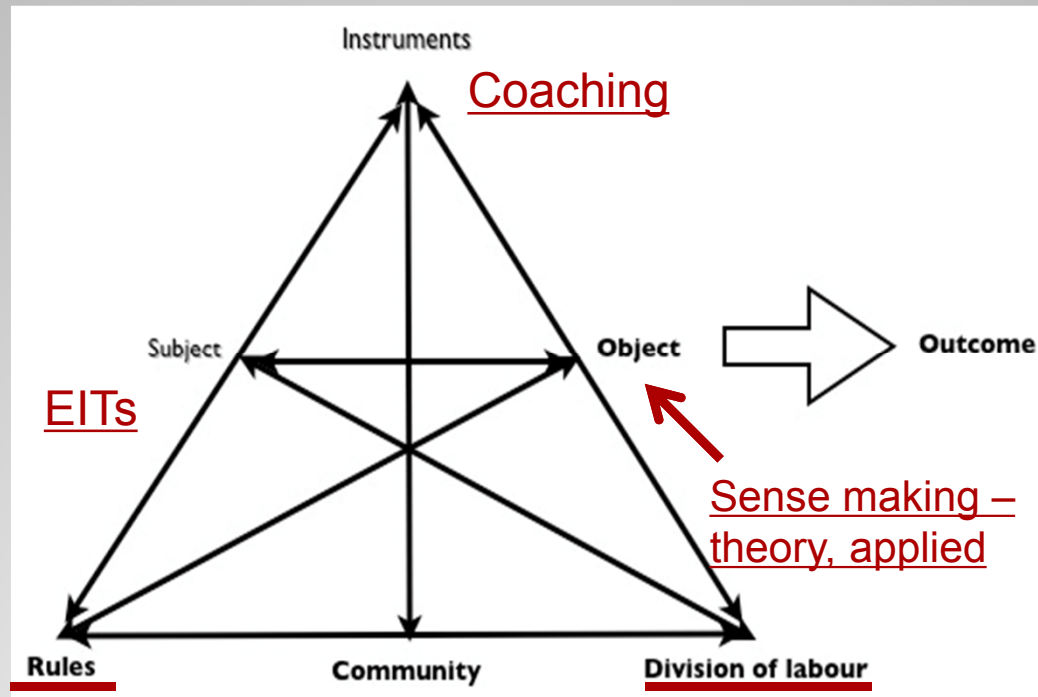
- a “shift”



- coaching as an instrument



Activity Theory



when
coaching in
place

Sense making –
theory, applied

Findings 1

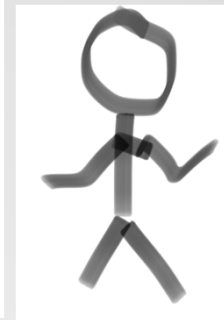
Models

- Consultative
- Expert
- Medical
- Teaching



Professional

- directs
- **tells, advises**
- shows, helps
- holds knowledge, information, answers...



Findings 1

Nice relationships

best intentions,
well meaning,

“she thought she
was doing the best
for the family”

Child focused

deficit lens

developmental assessment,
planning & goal setting

Creating dependence

I must ask [her] when she
comes...then she might wait
two weeks...for the answer
solving the problem for them
kind of made them dependent

Findings 2 –

- **motivations**

Old ways not working (Kuhn's 'crisis')

Coaching in EC becoming visible

- **a turning point**

introduction of routines based early intervention (RBEI) and the routines based interview (RBI)

(Foster-Cohen & van Bysterveldt, 2016; Kuhn, 1962; McWilliam et al, 2009; Rush, Shelden, & Hanft, 2003)

Findings 2

Challenges

- External
 - expectations of coachees
 - differing philosophy of colleagues
 - family realities and complexities
 - nature of EC centres, knowledge and attitude of EC educators, when to refer on...
 - organisational factors

Findings 2

Challenges

- Internal
 - theory to practice
 - professional identity



Findings 3

Family centred

- adult-focused/whānau
- relationship-based
- partnership / collaboration
together, team
- self determination
- empowerment

Belief

- belief in the other
instilling that self-belief
- adults around the child as experts



Findings 3

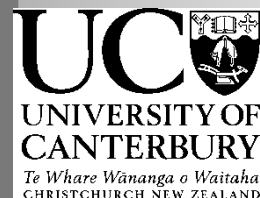
Building capacity

- setting it up
- building on strengths, using what already exists
- exploring, learning, finding solutions together
- independence
- sustainable

- Implications of findings
- Study limitations

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Contact: helen.mataiti@pg.canterbury.ac.nz