

## TEAMING:



Putting together the pieces for effective collaboration

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## Collaboration

- Collaboration is a style for direct interaction between at least two **equal** parties **voluntarily** engaged in **shared decision making** as they work toward a **common goal**.

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## Barriers to Collaboration

- Real or perceived differences in power
- Mandating collaboration
- Changing decision if collaboration produces undesired outcomes
- No goal at all or a goal chosen by one party

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## What pieces do we need?

### NEEDED

- Mutual Respect
- Shared Philosophy
- Common Goals
- Shared Decision Making
- Support and Training

### ACTIVITIES

- Respect Activity
- Philosophy Activity
- Team Goal Activity
- Team Expectations Activity
- Training Activity

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## Mutual Respect

- I feel respected by my team members when...
- Share your definition of respect
- Listen to your team members' perspective
- As an individual your job is to focus on meeting the definition of other team members

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## Shared Philosophy

- What do we expect/believe...
- Develop a team philosophy that everyone can stand behind
- Goal: Identify the beliefs that are shared
  - This does not mean that the team philosophy represents a comprehensive picture of an individual's beliefs

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## Common Goals

- Identify group goal
  - What questions will we ask during our debriefing time?
  - How will we collect data?
  - How will we celebrate the achievement of the goal?

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## Shared Decision Making

- How will we share...
  - Information
  - Decision Making
- How will we prioritize our collaborative efforts?

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## Training and Support

- What should every team member know?
  - Knowledge
  - Skills
  - Strategies
- Prioritize
  - Most to least important

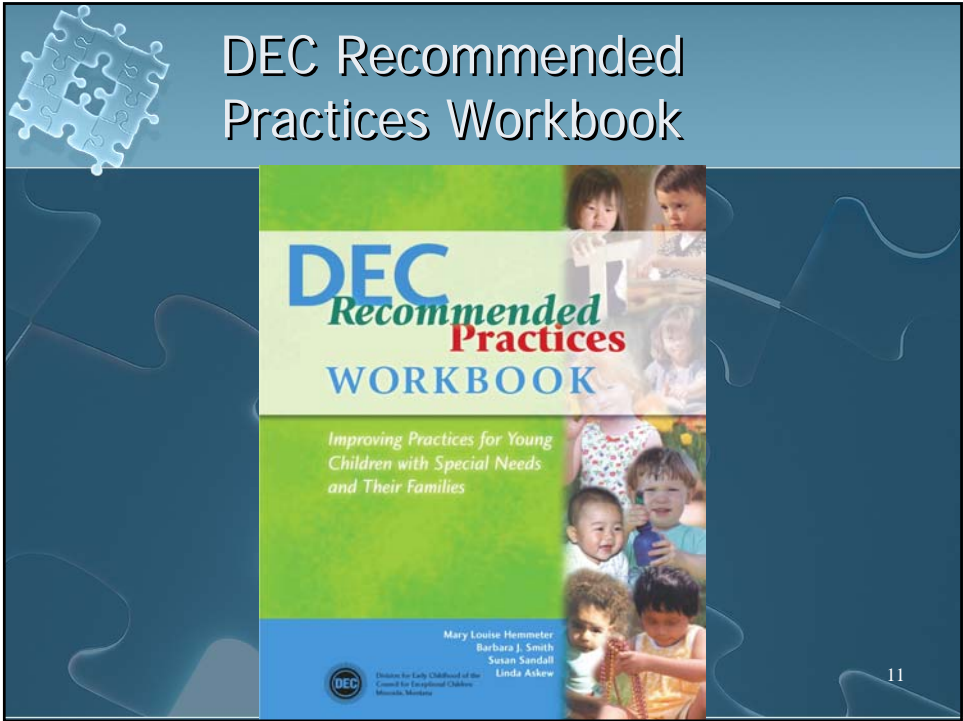
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## Training and Support

- Assess
- Identify PLOP
- Set goals (observable behavior)
- Learning
  - Provide opportunities or instruction
  - Provide feedback
- Evaluate Performance
  - Provide evaluation or review self evaluation

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## Ways to use the workbook

- Teams of Professionals and parents
  - determine the strengths and needs of their program
  - Make change to policy, classroom and home based service
- Individuals
  - Determine strengths and needs as a professional
  - Improve professional skill
- Entire Staff
  - Identify the professional development needs of the entire staff in a program

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## Charting

- Focus is on what is happening instead of judging performance (less subjective)
- Provide supporting evidence for the conclusions in the evaluation process
- Increase professionals abilities to self evaluate and problem solve
- Create a system that is easy to use both by supervisors and classroom staff
- Create a system of evaluation that engages both parties in a discussion rather than evaluator reporting on findings

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## Recommended Practices

The Division of Early Childhood (DEC) recommends that “families and professionals, work as team members in planning, delivering, and evaluating services” and that “team members recognize that outcomes are a shared responsibility across people working with the child and family” (2000, p. 54).

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## Final Tips...

- Develop a relationship first
- Recognize what others bring to the table
- Express your enthusiasm as a learner, not just a teacher
- Accept responsibility, admit mistakes, share power
- Make it about the child(ren), not the professionals

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