



Summertime Solutions

Changing ECE Practices with Dr. Kristie Pretti-Frontczak

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Week 1 Summaries

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Ask yourself...

“How does the PD I plan and deliver engage EI/ECSE/ECE provider’ minds, bodies, **and** hearts?” ([click here to tweet this!](#))

To learn more about how to use this guiding question when planning and delivering PD, visit kristiepf.com/change-in-practice.

In the blog, I discuss how this question transformed the PD I deliver. The post also includes six (6) stories of ECE professionals who have used the prekteachandplay.com website to design and deliver effective PD that gets to a change in practice.

Or...click [here](#) to *download* and *read* their stories.



What Podcasts Have To Do With Professional Development

Podcasts are cheap, often free, highly accessible, and can be a credible source of information that allows us to further our own learning and development ([click here to tweet this!](#))

To learn **more** about how to **use** podcasts to deliver effective professional development (or to use them for your own professional growth), visit kristiepf.com/podcasts-and-professional-development. In the blog post I discuss why podcasts are a great PD tool and share which podcasts are on the top of my list.

Here is just one of the examples I share in the post:

#PDTip: During your professional development event, **invite** others to **listen** to a controversial podcast and **brainstorm** the pros and cons raised by the podcast host(s). For example, have participants [listen to this episode](#) about allowing circle time to be a choice and then **explore** when it might be an appropriate practice.



Wishful Wednesday #PDTip

How Being Aware of “Sharks” Improves Professional Practice

Teaching adults to recognize when they hear “shark music” allows them to acknowledge their fear and determine how to *respond* vs. *react* to challenging situations ([click here to tweet this!](#))

The idea of shark music is that what we fear (consciously or unconsciously), can play like a soundtrack in the background of any given situation. And when the shark music is playing, we struggle to think rationally and respond thoughtfully.

Thus, recognizing what makes us hear “shark music” is a skill we all need.

Recognizing our own shark music stems from about ability to be self-aware. Self-awareness can be defined as the ability to:

- recognize and understand one’s own emotions
- capitalize upon one’s strengths and recognize one’s own biases, emotional triggers, and limitations
- know that ultimately, we have control over our emotions and how we respond to situations

To learn more about how to promote self-awareness during professional development and learning events read my blog titled, “[*How Being Aware of “Sharks” Improves Professional Practice.*](#)”

In the blog post, I discuss how to support the social-emotional well-being of adult learners through teaching them to recognize when they hear “shark music”...and what to do about it. The post also includes an activity prompt you can use in professional development and two remedies for how to respond vs. “react to shark music”.

P.S. The WOOP method shared in this #PDTip results in an If/Then statement to get to a change in practice/behavior/thoughts. For more on the power of If/Then statements, check out this Pre-K Teach & Play blog post: <https://prekteachandplay.com/power/>.

Advocacy

What area(s) of my life would benefit from the ideas or views of others?



Thoughtful Thursday #PDTip

Create awareness of new possibilities for yourself and others by reflecting on how you can change your thoughts...and even begin to think differently ([click here to tweet this!](#))

To learn more about “asking reflective questions”, read this blog post, “[A Spin on Self-Talk for Those Who Desire Self-Growth](#).” In the blog, I discuss a digital **tool** called Mindful Inquires™, which is designed to increase emotional intelligence through ***self-reflection***.

The post also includes **access** to the Mindful Inquires™ Starter Pack, which is a digital file (i.e., a pdf) of seven cards. Each card contains a guiding question (see sample below) designed to support *self-reflection*, which enables the creation of a **new narrative** and awareness of **new possibilities**.

Zest

What fun thing can I do today?



Self-reflection card from Mindful Inquires™ Pack

For an example of how to use *self-reflection* to get to a change in practice, download and listen to Podcast 21: [Teaching With The Brain In Mind – An Interview with Laura Fish](#) (Laura Fish). The freebie for this episode offers a printable framework for guiding *self-reflection*.



Fun Fact Friday #PDTip

Fact #1: Did you know, there are not just two ways to teach...there are more than 205 trillion?

- “Different forms of instruction meet different instruction needs to help us learn different kinds of knowledge, in different ways. There are three broad learning functions: 1) Learning to remember (memory), 2) Learning to generalize (induction), and 3) Learning to make sense (sense-making)” (Koedinger, Booth and Klahr, 2013).
- Read the research [[pdf link](#)]
- Listen to the researchers [[video](#)]

Fact #2: Did you know that 14 or fewer hours of professional development has little to no effect on student outcomes?

- Adults in general, and practitioners in particular, develop and improve upon knowledge, skills, and methods through deliberate practice, including self-evaluation ([click here to tweet this!](#)).
- To learn more about how to effectively support practitioners get to a change in practice, read this article [[link](#)] where Carl Dunst describes a

model for designing and implementing evidence-based in-service PD in EI. Key features of the model are provided.

- Here is an example of how a collaboration with the Mi-DEC subdivision extended participant learning beyond a point in time conference [\[link\]](#)

Fact #3: Did you know that there is nothing new about current school reforms?

- “Transformation within any living system cannot be externally mandated or directed. It can only be provoked. If we are to intimately connect to the hearts and minds of one another, change must come from within. We can create generative learning environments that invite learning that increases our capacity for continuous growth and development throughout our entire life-span. This will require a new way of looking at the world” (Desautles and McKnight, 2016).
- Learn more about “*Unwritten: The Story of a Living System*” [\[link\]](#)
- Author blog [\[link\]](#)



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