

The following definitions have been adopted by multiple agencies providing supports to early childhood practitioners in New Jersey and provide common language in describing strategies and methods across state initiatives.

- “*Coaching* is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group”. (NAEYC & NACCRA, 2011, p. 9–12)
- “*Mentoring* is a relationship-based process between colleagues in similar professional roles, with a more experienced individual with adult learning knowledge and skills, the mentor, providing guidance and example to the less-experienced protégé or mentee. Mentoring is intended to Increase an individual’s personal or professional capacity, resulting in greater professional effectiveness.” (NAEYC & NACCRA, 2011, p. 9–12)
- “*Consultation* is a collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern—a program/organizational, staff-, or child-family-related issue—or addresses a specific topic”. (NAEYC & NACCRA, 2011, p. 9–12)
- **Reflective Practice:** An active, action-based set of skills in which we seek to explore and explain events by thinking about and analyzing our actions in order to improve professional practice. Reflective practice allows us to discover, rediscover, or understand the complex range of skills and understanding we have and to develop and use the intellectual and emotional power within ourselves to try and improve a situation (Fullan, 2003), improve our ability to communicate with others and understand how our own experiences and beliefs influence our work.
- **Reflective Supervision:** A shared learning experience in which a supervisor and supervisee work together, set goals together, enter into a partnership, ask questions and discuss strengths, risks, and vulnerabilities while remaining fully present and emotionally open to each other and each contributing to the other. Reflective supervision provides a consistent and established time and place for gentle questioning to wonder together about a range of emotions (positive and negative) related to relationships with early childhood partners and issues the supervisee is managing (Zero to Three). There is shared responsibility and decision making in an effort to explore one’s own emotional response to what is seen and heard in order to guide the work and take the next step (adapted from Parklakian, 2001).