



National
Infant & Toddler
Child Care
Initiative
@
ZERO TO THREE

Mentoring, Coaching, and Reflective Practice: An Annotated Resource List

Mentoring, coaching, and reflective practice are three strategies for supporting caregivers. Mentoring involves developing a supportive one-to-one relationship with a caregiver to facilitate his or her professional growth. Coaching is a method of assisting and instructing a caregiver to demonstrate meaningful teaching practices. Reflective practice is the process of continuous learning through thoughtful examination of one's work. Using these intensive approaches can be especially important for caregivers of infants and toddlers because of the emotional and critical nature of their work—promoting the healthy development of young children.

The following resources may be useful in providing more information about these three strategies:

Being in Charge: Reflective Leadership in Infant/Family Programs

Parlakian, R. & Seibel, S. (2001)

ISBN: 0-943657-03-2 – published by ZERO TO THREE Press

This brochure explores the experience of being a new leader in an infant/family program and describes how to use self-awareness, observation, and flexible responses as tools to increase on-the-job effectiveness and manage stress. Leadership issues discussed include relationships with staff members, encouraging collegial work, and learning from conflict. It includes a leadership style self-assessment and interactive group exercises.

Coaching for Quality in Infant-Toddler Care: A Field Guide for Directors, Consultants, and Trainers

Leinfelder, J. & Segal, M. (2005)

ISBN: 0-943657-83-0 – published by ZERO TO THREE Press

This trainer's manual for upgrading the quality of infant and toddler child-care programs provides a framework for using the essential content found in PITC videos and training materials and the ITERS-R in order to enrich the skills and knowledge of directors, consultants, trainers, and caregivers across a wide range of settings. This comprehensive program provides information about the developmental needs of infants and toddlers in group care and the components of quality early care; tools for program administrators and technical assistance specialists to use to improve policies and practices that affect children, staff, and families; and opportunities for participants to practice a variety of staff training and mentoring strategies.

The Early Childhood Mentoring Curriculum: A Handbook for Mentors

Bellm, D., Whitebook, M., & Hnatiuk, P. (1997)

ISBN: 1-889956-00-7 – published by National Center for the Early Childhood Workforce

This is a comprehensive, flexible teaching tool for mentors and mentor trainers in center-based and family child care programs. The curriculum addresses the goals and principles of mentoring programs, best methods for peer coaching, how to build strong mentor/protege relationships, and respect for diversity.

A Trainer's Guide is also available. ISBN: 1-889956-01-5



Leadership in Early Care and Education

Kagan, S. & Bowman, B. (1997)

ISBN: 0-935989-81-1 – published by NAEYC

Early childhood leaders offer thoughtful discussion to stimulate administrators to stand back and look at leadership's various facets, including effective management, mentoring other early childhood professionals, working to advance the field, and community leadership roles.

Learning Through Supervision and Mentorship to Support the Development of Infants, Toddlers, and Their Families: A Sourcebook

Fenichel, E. (Ed.) (1992)

ISBN: 0-943657-19-9 – published by ZERO TO THREE Press

This widely-used work shows supervisors how mentoring and supervision can be the basis of relationships that provide regular opportunities for joint reflection upon work. The book identifies three elements central to successful supervision in infant/family programs: reflection, collaboration, and regularity. It paints a clear and comprehensive picture of supervision and mentorship of students and practitioners.

Look, Listen, and Learn: Reflective Supervision and Relationship-Based Work

Parlakian, R. (2001)

ISBN: 0-943657-11-3 – published by ZERO TO THREE Press

Written for program supervisors, this resource explores the link between supportive supervisory practices and effective staff-parent relationships. The tools and techniques presented will help program leaders promote high-quality services to young children and their families.

The Power of Questions: Building Quality Relationship-Based Work

Parlakian, R. (2001)

ISBN: 0-943657-49-0 – published by ZERO TO THREE Press

Focusing on direct service work with parents and children, this resource explores how leaders and staff alike can use reflective approaches to establish quality relationships with families. It includes strategies for boundary-setting and managing one's relations with families to help address these complex issues.

The information contained in this resource list is for informational purposes only. No official endorsement of any practice, publication, individual or organization by the Child Care Bureau, U.S. Department of Health and Human Services or the National Infant & Toddler Child Care Initiative should be inferred.

 National Infant & Toddler Child Care Initiative @ ZERO TO THREE	2000 M Street, N.W. Suite 200 Washington, DC 20036	Phone: 202-857-2673 Fax: 202-638-0851 Email: itcc@zerotothree.org Web: http://nccic.acf.hhs.gov/itcc
---	--	---