

The Quality Enhancement Initiative



August 2012

Ready or Not, Here I Come!

The statement 'getting kids ready for school' is on everyone's lips these days, but the question we really need to ask is 'are we ready for the children?' Developmentally Appropriate Practice (DAP) guides us to ask ourselves that question everyday (if not every minute) for *every* child. "Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, temperament, learning style, and experiential and family background. All children have their own strengths, needs, and interests." (NAEYC [position Statement on DAP](#))

With this enormous amount of variation we need to be flexible. Children are active learners and draw from all of their experiences, so the importance of offering a rich variety of ways to learn is essential. Michelle Marigliano, Master teaching artist of Young Audiences in New Jersey, explains in the article [Moving Bodies](#), "Creative movement is an ideal way to help young children develop critical thinking and problem-solving skills". No one skill is developed without influencing the development of other domains. To the young child, verbal language and movement are entwined. In another article, [Beyond Twinkle Twinkle Little Star](#), Parlakian and Lerner highlight the brain connections that are made when you sing with children and allow them to explore the sounds and rhythms of music. "As children sing, dance, paint and sculpt, critical links to achievement are forged. Through multi-arts and movement activities, foundational patterns and dispositions needed for success in school and life are set up and reinforced." (SECA [Position Statement](#))

However, just because the research supports the arts, it does not mean that it comes naturally for everyone. In [Creating Centers for Musical Play and Exploration](#) the authors offer unique suggestions to help introduce music and movement into the classroom.



"Poetry, music, painting, dance and other arts are not frills to be indulged if time is left over from the real business of education: they are the business of education." (Silberman, 1971)

What Best Practice has to say...

- Teachers vary their response, approach and teaching strategies to deepen children's understanding and build their skills and knowledge (NAEYC 3.G.01,3.G.14 NAFCC 3.5-3.13)
- The curriculum supports creative expression and an appreciation of the arts (NAEYC 2.J, NAFCC 3.70,)
- Teachers plan for learning experiences that effectively implement a comprehensive curriculum so that children attain key goals across the domains (physical, social, emotional, cognitive) and across the disciplines (language literacy, including English acquisition, mathematics, social studies, science, art, music, physical education, and health. (NAEYC's position statement on [DAP](#))

QEI Program Directors Meeting- August 21st, 12-2pm

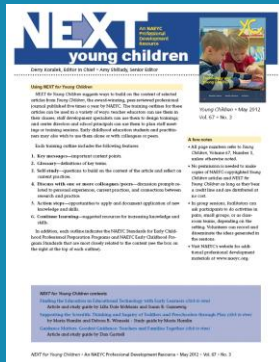
Please join us for this months QEI Program Directors Meeting. We will be focusing on the new STARS Revisions with help from Heather Cristiano (DHS licensing). Bring your questions and a lunch if you would like. All are welcome.

August 21st, 12-2pm

Spirit Bank (18th and Baltimore Branch-Conference Room)

1800 South Baltimore Avenue, Tulsa, 74119

For more information go to [QEI Program Directors Meetings](#)



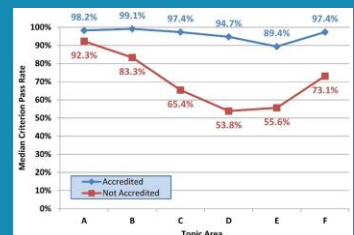
Did you know?

NAEYC is now offering study guides for many of the articles found in Young Children and Teaching Young Children. Look for **NEXT-YC** and **NEXT- TYC** at [NAEYC.org](#), a NAEYC professional development resource.

The study guide for the article referenced above: **Moving Bodies Moving Minds**, can be found in the **September 2011** issue

Find out more!

NAEYC has issued it's latest [Trend Briefs](#) evaluating Accreditation Standards across programs. The research shows what criteria were most predictive of success in achieving and maintaining accreditation. Log in to [Torch](#) for more information.



Tulsa's Quality Enhancement Initiative (QEI) provides programs and intensive, on-going support that includes training, technical assistance, and funds/materials to improve and maintain the quality of care and education that young children and families receive. Programs that access this support include traditional child care programs, family child care homes, faith based, non-profit and for profit, as well as Early Head Start/Head Start and public pre-k classrooms. The QEI accomplishes this using NAEYC's Standards and Criteria of best practice for early childhood programs and NAFCC's Standards of best practice for family child care homes. Program quality improvement is an essential element for elevating young children's well being and early learning opportunities. *Tulsa's QEI is the only NAEYC recognized Accreditation Facilitation Project in the state of Oklahoma.* We recognize that quality is a process that is achieved over time and with regular maintenance.

For more information about the Quality Enhancement Initiative or to speak to an Accreditation Specialist please [Contact Us](#) or join us at our [Program Directors meetings](#).

Sincerely,

The Quality Enhancement Initiative Team
Child Care Resource Center



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