

# The Quality Enhancement Initiative



June 2012

## Follow the leader...

What a wonderful game we created as children! One child at the front of the line and children following behind their friend moving in just the same way. The game continued in harmony as long everyone in line was having fun and felt safe.

The position of a teacher or director is a lot like Follow the Leader. Staff and children will happily follow their *leader* as long as they trust the persons judgement and motivation. Gus Lee equates leadership with courage. In an interview with Holly Elissa Bruno, he says "If you are acting out of self-interest, fear or cowardice then you are not being a leader. You can still manage and give orders; but unless you are inspiring others to be their best selves and demonstrating that with your own best self, then authority and legitimacy in leadership evaporates."



So, how do we inspire our staff to follow us through change? What can we do to bring out the potential of a teacher or child? According to Bruno, in her new book *What You Need to Lead*, it's all about Relationships. In a compelling interview with historian Nancy Koehn, she discusses the leadership lessons we can all learn from a shipwrecked sailor back in 1915. The captain found that in order to keep the crew motivated and hopeful he needed to be nurturing. He understood that leadership required relationships and respect. If those sailors survived the adversity of two years lost at sea because of strong leadership skills, then directors and teachers can certainly weather any storm by learning from those lessons!

Listen in on [BAM! radio Network](#)-the voice of the educational community

## What Best Practice has to say...

- Program administrators demonstrate a high level of competence and promote teamwork (NAEYC 10.A.03; NAFCC 5.6,5.29)

- Staff and families are given opportunities to assist in decision making for the program and setting goals for quality improvement. (NAEYC 10.F.03-05; NAFCC 1.19, 1.27)
- Advisory groups include staff and families. Families are encouraged to take leadership roles. (NAEYC 7.A.13)
- Teaching staff strengthen their leadership skills and work to improve the conditions of children and families within the program, local community or region (NAEYC 6.B.02; NAFCC 5.8)
- Children develop and learn best in the context of a community where they are safe and valued, their physical needs are met and they feel psychologically secure. (NAEYC's Code of Ethical Conduct/ position statement on DAP)

**Program Directors Institute- Brought to you by the Quality Enhancement Initiative**

Holly Elissa Bruno returns to Tulsa...for two full days of motivational and inspiring training!

**Day 1 - Tuesday, July 17, 2012**

Morning keynote: Partnering with Change: We have to do WHAT!?

Supervision for the Gentle in Spirit - Preventing legal hot spots - Play's the thing - Self-care for leaders

**Day 2-Wednesday, July 18, 2012**

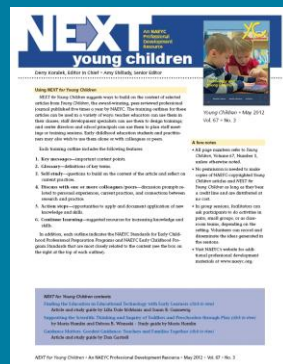
Using your Emotional Intelligence with Principles and Practices from What You Need To Lead: Emotional Intelligence in Practice (NAEYC 2012)

Holly's newest best selling early childhood book!

This training is open to our community partners and we encourage you to join us. However, space is limited, so please contact us if you would like to participate in this training event!

Paige Whalen-QEI Coordinator Retta Seger-Accreditation Specialist

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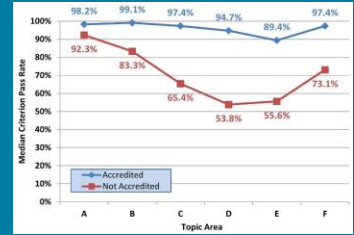
**Did you know?**

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 on **Instructional Coaching: Helping Preschool Teachers Reach Their Full Potential** can be found in the May 2011 issue of NEXT.

## Find out more!

NAEYC has issued its 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 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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