



ECE 108: Advancing Equity in Early Childhood – Awareness and Respect

Course Overview

- Course will take approximately 1 (one) hour to complete
- Audience: Trainers

Course Description

According to NAEYC, above all else, we shall not participate in practices that are disrespectful, degrading, or emotionally damaging to children. A foundational awareness of our own potential for bias is key to ensuring that teachers show respect to children and to themselves.

This introductory training will provide participants with the knowledge to begin working to advance equity in their Early Childhood Education settings. Trainees will learn the definitions of key terms, how equitable learning supports young children's identity development, and the impacts of implicit bias in early childhood. Trainees will engage in self-reflection to consider their own background, culture, knowledge and biases and to return with goals for future growth. This training is geared towards infant, toddler, preschool, or school-age staff.

NAEYC Principle

Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children. This principle has precedence over all others in this Code.

Outcomes

Training Outcomes

- Define and describe implicit bias.
- Identify how implicit bias can impact your relationship with children and families.
- Reflect on your own background, culture, and biases to consider opportunities for growth.
- Identify ways you can show respect for yourself, families, and children.

Workplace Outcome

Participants will be able to model respect for their own and others' unique backgrounds and culture, reflect on their own biases, and return with goals for further growth.

Course at a Glance

Lesson	Goals / Materials
Welcome	<ul style="list-style-type: none"> • Course Overview • Handouts
Definitions	<ul style="list-style-type: none"> • Review of definitions of common terms
Why does it matter?	<ul style="list-style-type: none"> • Explicit Bias • Implicit Bias <ul style="list-style-type: none"> ◦ Implicit Bias in Early Childhood
How can I show respect?	<ul style="list-style-type: none"> • Respect for children, families, and self.
What can we do?	<ul style="list-style-type: none"> • Unteach Being Colorblind • Be Prepared • Practice Mindfulness • Perspective-Taking • Raising Self Awareness
What would you do?	<ul style="list-style-type: none"> • Sample scenarios <ul style="list-style-type: none"> ◦ Quiz – Check Your Understanding
What now?	<ul style="list-style-type: none"> • Resources to support teachers • Quiz – Check Your Understanding

Policies and Expectations:

Special Accommodations:

Students who seek special accommodations due to a disability should contact us upon signing up for the course, or discovering the need for accommodations, and we will work to provide appropriate accommodations in a timely manner.

Expectations:

- Take notes and use resources in the course as you complete activities and assignments. Just make sure all work is your own. When using resources to provide answers, put the responses in your own words.
- Do not copy answers from anyone else. If identical responses are found, you may be requested to redo work before being assigned credit for the course.
- All course content and assignments must be completed satisfactorily to receive credit for this training session. You may be asked to provide follow up information or complete assignments again to complete the training session.
- Use the information in the course to grow and increase your professional development.



Verification of completion will be entered into ECE-TRIS within 10 calendar days of successful completion of the training session.

Welcome

During this training you are encouraged to:

- Be curious and open to learning,
- Suspend judgement,
- Find common ground and note differences, and
- Acknowledge discomfort.

This training focuses on the topic of bias. There may be discomfort as you go through the content, and at points you are asked to reflect on your own attitudes and beliefs. While not comfortable, this content and reflection is important to the process of developing an awareness and a respect for advancing equity and diversity in early childhood programs. This is the first step in a journey, and change cannot happen if we do not acknowledge areas where we might hold a bias and determine ways to overcome that bias.

Definitions

Use the blank space to write the definition.

- **Bias –**

- **Culture –**

- **Diversity –**

- **Equitable Learning Opportunities –**

- **Explicit Bias –**

- **Equity –**

- **Identity –**

- **Implicit Bias –**

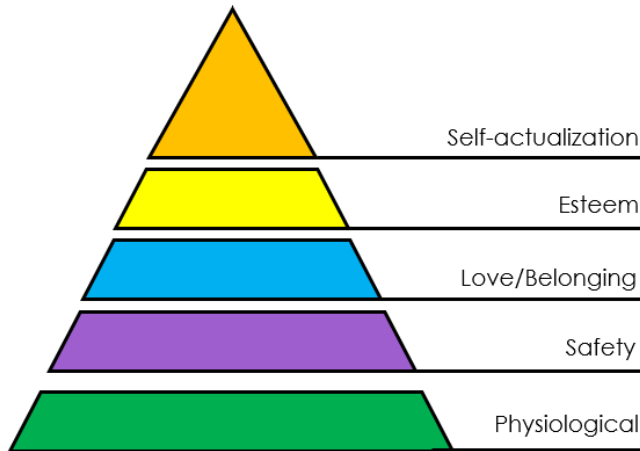
- **Perspective-Taking –**

Why does it matter?

In preschool classrooms Black males make up **19%** of the classroom but represent **45%** of the males suspended.

Black females represent **20%** of the classroom but represent **54%** of the females suspended. (Williams 2017)

Maslow's Hierarchy of Needs



Explicit Bias

Explicit bias is when conscious beliefs and stereotypes affect one's understanding, actions, and decisions.

Generally speaking, explicit bias is a learned experience. People are not born with an explicit bias. It is formed based on societal and environmental experiences. But since expressions of explicit bias are conscious, they result from deliberate thought, they can be consciously regulated. Since biases begin forming at an early age, early childhood education plays a pivotal role in helping to reduce explicit bias.

Implicit Bias

Implicit bias are unconscious beliefs and stereotypes that affect one's understanding, actions, and decisions.

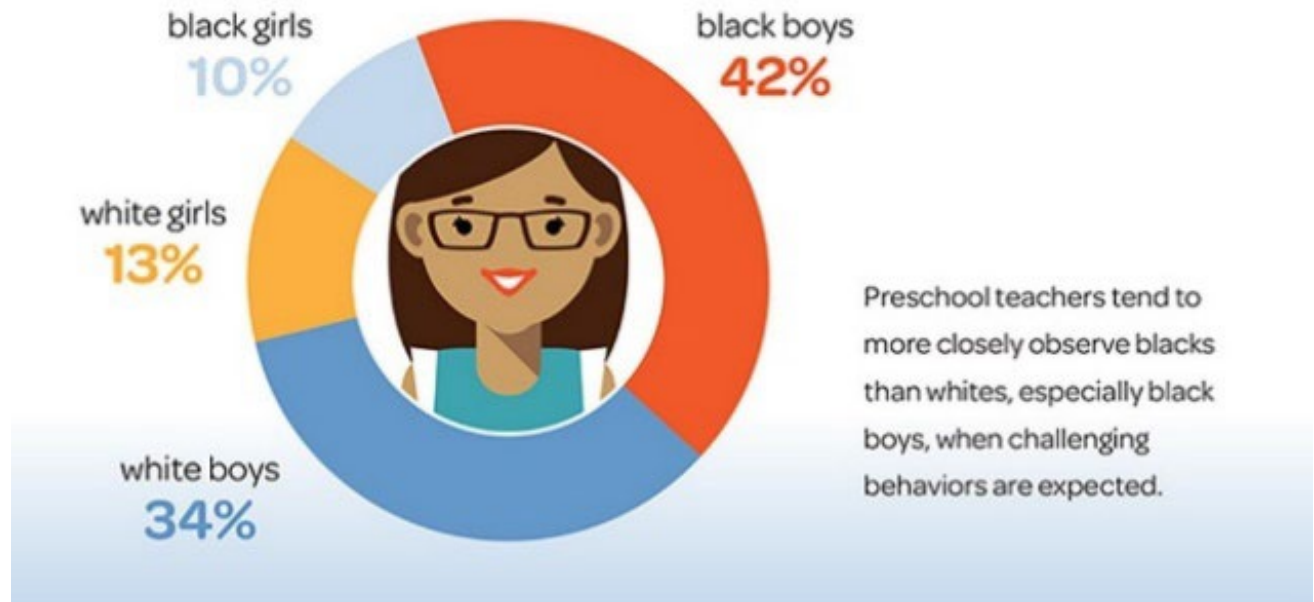
Implicit biases can cause people to participate in discriminatory practices or create a lack of trust between what a person in authority "should" look like, versus what they are. An implicit bias is a more accurate prediction of our behaviors and reactions than our conscious values.

Implicit Bias in Early Childhood

Yale University Eye Tracking Study - <https://news.yale.edu/2016/09/27/implicit-bias-may-explain-high-preschool-expulsion-rates-black-children>

Which students are the teachers watching?

Track the eyes: Which students are teachers watching?



When expecting challenging behaviors, preschool teachers were more likely to closely observe Blacks than Whites, especially Black boys.

Respect

Respect for Children

How are children represented and treated in the environment?

Respect for Families

How do we interact and communicate with families?

Respect for Self

How do we see ourselves?

What Can We Do?

Under each heading, jot down some ideas on what you would like to do.

Unteach Being Colorblind -

Be Prepared -

Practice Mindfulness -

Perspective-Taking -

Raising Self Awareness –

- Are there any play areas that could be revamped to support diversity and inclusion?
- Can you think of any interactions between families or teachers that might show an implicit or explicit bias?
- Am I aware of biases I might have?
- If a child asks me about differences, am I able to give accurate, honest answers?
- Am I comfortable admitting when I do not know the answer to a question?

- Do I think I am able to intervene with ease when I hear comments that exclude someone, show bias, or are discriminatory?
- Do I have a colleague who can act as a trusted ally in my diversity and anti-bias work?
- What do I want to learn more about or what change to I want to implement in my early childhood setting?

What would you do?

The training provided some ideas of how these situations could be addressed. In the space provided, write what you would do.

Raven, age 2

Raven is biracial and has light brown skin. She begins attending a 2-year old class where all the other children and teachers are White. She loves dramatic play and small play houses and farms with small play figures. All of these dolls and play people in the classroom are White. Some of the books in the classroom show some other races and skin tones, but these are not the books read during the toddler story time.

Celia, age 4

Celia has joined your preschool classroom after being placed with a foster family. Her biological mother is recently deceased, and her father is currently incarcerated. The classroom has many display photos of two-parent families or mothers with their children, but none that show other family structures. There are no books in the book center that feature a variety of families. During Celia's first month, a main theme is Mother's Day, including a Muffins with Mom event and the children making Mother's Day gifts.

Jake – Dramatic Play

In a 3-year-old preschool classroom, the dramatic play center costumes are princess dresses and some community helper costumes such as fire fighters and mail carriers. Jake, a 3-year-old boy, frequently makes a beeline for the dramatic play center and wants to wear the pink Rapunzel dress. Ms. Sherrie, an assistant teacher, says, “that is for girls” and encourages him to try the mail carrier costume instead. What messages might Jake be receiving?

What now?

Want to explore more on the topic of awareness and respect? Check out these resources!

Book Recommendations for Yourself, Families and Children -

<https://www.teachingforchange.org/educator-resources/anti-bias-education>

Cultural Assumptions Worksheet - https://www.mines.edu/diversity/wp-content/uploads/sites/278/2021/01/Implicit-Bias_Cultural-Assumptions.pdf

Leading Anti-Bias Early Childhood Programs – Resource list and Self-Study -

<https://www.antibiasleadersece.com/wp-content/uploads/2015/01/ABE-Resources-and-Self-Study-Guide.pdf>

Reflecting on Anti-Bias Education in Action: The Early Years -

<https://www.antibiasleadersece.com/the-film-reflecting-on-anti-bias-education-in-action/>

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