

A photograph of two young girls standing in a grassy field. The girl on the left is wearing a white dress with colorful butterfly patterns and has her hair in braids. The girl on the right is wearing a black dress with a colorful pattern and pink shoes, also with braids and pink hair accessories. They are both looking away from the camera towards the right. A semi-transparent blue banner is overlaid across the middle of the image, containing the title and subtitle.

Equity in Early Learning

The investment we all must make for the future our children deserve

Connections

- How long have you been working with children and families?
- How long have you been working in this program?
- What brings you the most joy in your work with children and families?



Setting Intentions

- Why equity? Why now?
- What role can each of us play?



Our work together today . . .

During our session, we will:

- Define equity in early learning and why it matters for our program
- Identify choices we can make as individuals to advance equity
- Identify opportunities to create more equitable conditions in our program



Community Agreements



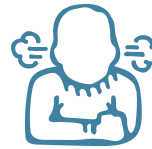
We will

Explore and Engage



We Will

Be Self-Reflective



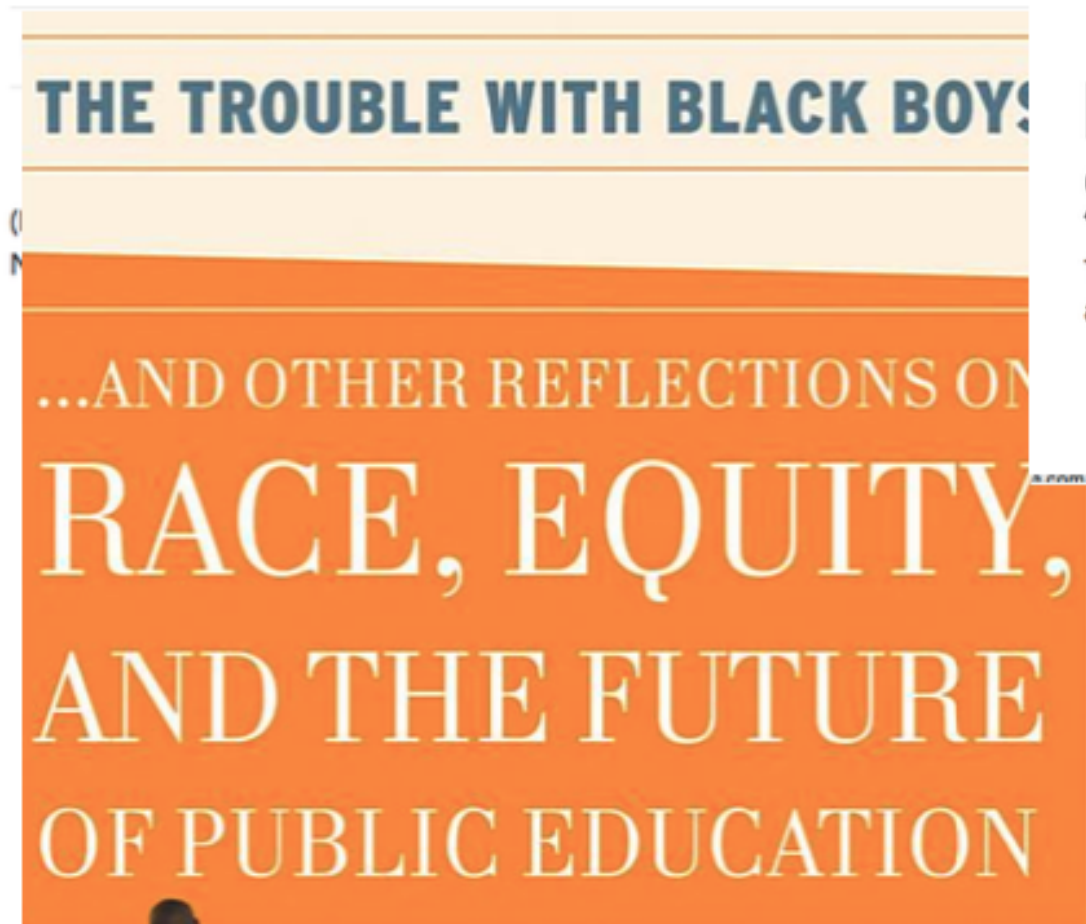
We Won't

Blame or Shame



We Won't

Avoid or Derail



EducationNext

Black Boys in Crisis: Why Aren't They Reading?

By Matthew Lynch, Ed.D.

Black Girls Are 7 Times More Likely To Be Suspended Than White Girls: Report

The 2013-2014 data also shows that black girls were four times more likely to be arrested at school than white girls.

now as a society

Dismal Reading



Adults view black girls as 'less innocent,' new report says

By Jacqueline Howard, CNN

Updated 7:28 PM ET, Wed June 28, 2017



Advancing equity in early learning means undoing the conditions that have prevented many children from reaching their full potential based on race, income, and other social factors. As a result of this undoing, these factors would no longer predict how successful children can be in school and life.

Why racial equity?



- “...many male children with African-American and Hispanic heritages are at risk for being identified as “problematic,” thus increasing the likelihood of their suspension or expulsion” (Stegelin, 2018, p.5)
- The teacher bias appears to be associated with the teachers’ race and leads to the discrimination of young black boys who are physically larger than other young children (Gilliam et al., 2016).
- “Failure to acknowledge one’s biases can perpetuate them, particularly when race is a relevant factor” (Apfelbaum, Sommers, & Norton, 2008).
- “Opportunities to engage with diverse partners and safely create dialogue around race and other forms of identity can help reduce implicit bias.” (The Kirwan Institute, 2015. p. 5-6)



Equity
in Early Learning
Initiative

THEORY OF CHANGE

Undoing Historical Inequities
at all Levels to Create the
Conditions for Every Child to
Experience an Early Childhood
Education that leads to
Success in School
and Life

Leadership

Teaching and Learning

Family Engagement

Committing to Equity as Individuals



Person, Role, System

A look at how different factors impact your decisions and actions as an early childhood professional



Person

Identities and beliefs



Role

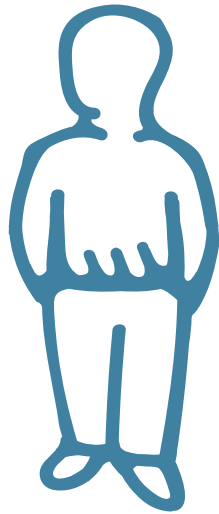
Practices and influence



System

Expectations and definitions of success

Discussion: Person, Role, System



Round 1: Person

- What are your most important personal, cultural, familial (etc.) characteristics?
- How do these characteristics, and the experiences that come with them, influence your approach to working with young children?

Discussion: Person, Role, System



Round 2: Role

- What is your title, and how does it define what responsibilities and what formal authority you have?
- What informal authority/influence do you have, and where does it come from?

Discussion: Person, Role, System



Round 3: System

- Where and how do you exercise leadership as part of the early learning system?
- How does the system define success for you and your role?

Journal: Developing a Personal Framework

Identifying and acting within our individual spheres of influence



3 Guiding Values

What 3 things would you like to hold as “guideposts” for your own approach to equity in your role?



2 Questions

What are 2 things you are wondering/wrestling with as you consider your personal responsibility for advancing equity in early learning?



1 Commitment

What is 1 meaningful action you can commit to today?

Committing to Equity as an Organization



DID YOU KNOW?

Racial Awareness in the Early Years



AT 3 MONTHS...	AT 9 MONTHS...	AT 2 YEARS...	AT 3 YEARS...	AT 5 YEARS...
<p>Infants who are shown pictures of faces can visually categorize them by race. They often show a preference for faces reflecting the race they see most often, which is typically their own race.</p>	<p>Infants are unable to distinguish the facial features of people from racial groups other than their own unless they frequently see books and images featuring racially diverse people.</p>	<p>Children make strong associations between racial features and human behavior, and begin to use racial categories to understand behavior. Children are observing and internalizing power dynamics among children and adults.</p>	<p>Children of all races demonstrate social biases primarily by attributing positive traits to the dominant (white) race. Children can respond to positive messaging about their own and others' racial identities.</p>	<p>Children of all races demonstrate social biases primarily by attributing negative traits to non-dominant (non-white) races. Children are capable of recognizing and acting against racial injustice.</p>

Source: Positive Racial Identity Development in Early Education: Understanding PRIDE in Pittsburgh ²

What could positive racial identity mean for children? Here are some examples...

For children who are white...

Acknowledgement of their racial identity as a white person, and accurate language to define theirs and others' racial identities.

Openness to friendship and inclusiveness across racial difference, and recognition of the positive qualities of others both similar and different from themselves.

A growing recognition of oppression on the basis of race, and a growing sense of responsibility to stand against it.

For children of color...

A sense of pride in being connected to their families and communities through racial identity.

A positive sense about their attributes, including name, skin tone, hair type, eye color, etc.

A growing recognition of oppression on the basis of race, and preparedness to respond to victimization with critical thinking, personal resilience, and the support of community.

Video

Anti-bias Education

Goal 1:

Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.

Goal 2:

Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.

Goal 3:

Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.

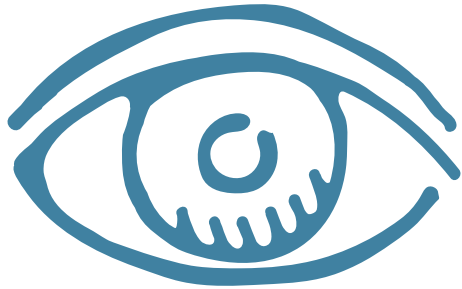
Goal 4:

Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.



Discussion: Looks Like, Sounds Like, Feels Like...

If our program committed to achieving the 4 anti-bias goals, what difference would it make?



Group 1: Looks Like...

- What would we SEE and what would we NOT SEE in our program?
- How might the physical environment look different? What might we add/take away?
- What other visual evidence of progress might we see?

Discussion: Looks Like, Sounds Like, Feels Like...

If our program committed to achieving the 4 anti-bias goals, what difference would it make?

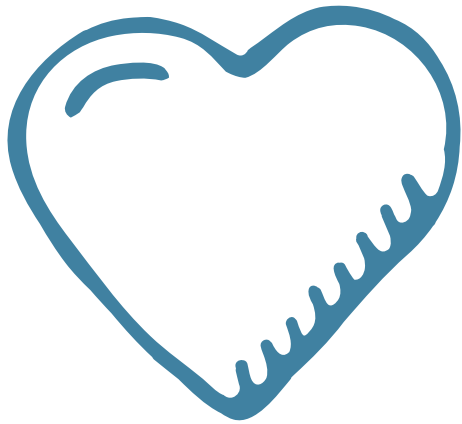


Group 2: Sounds Like . . .

- What would we HEAR and NOT HEAR in our program?
- What new sounds might we hear, and what sounds would we hope to hear less of?
- What would others (families, the community) say about us?

Discussion: Looks Like, Sounds Like, Feels Like...

If our program committed to achieving the 4 anti-bias goals, what difference would it make?



Group 3: Feels Like . . .

- What would it feel like for us to work here as colleagues and early childhood professionals?
- What would it feel like for children to be here with us?
- How would it feel for parents to leave their children in our care each day?

Activity: Examining our Practices

What choices can we make as an organization in order for young children to experience anti-bias early learning in our program?



Replicate

What ideas and practices currently exist that help promote equity in our program?
What should we continue to do?



Refine

What ideas and practices could be changed to be more inclusive, or to remove barriers for children and families?



Retire

What ideas and practices should we rid our program of?

Reflecting . . .

What is on your mind as you leave today's session?



What ideas resonated with you most, or confirmed what you already knew?



What new or lingering questions are you leaving with?



What new action will you take as a result of your learning?



Now What?

- What does change look like for our organization?

What can I expect from program leadership?

What will be expected of me?

- How can I get support?
- What additional resources exist?

Five Focus Areas

THE EARLY CHILDHOOD EQUITY- FOCUSED CLASSROOM OBSERVATION TOOL



Environment

Materials, play spaces, and other physical attributes in the early learning space



Interactions

Facilitation and modeling of communication



Curriculum

Intentional facilitated learning through design and implementation of activities



Language Use

Response to linguistic diversity and support of children's oral language development



Family Engagement

Inclusion of families in co-constructing the learning environment

LET'S TALK ABOUT RACE!

A FAMILY GUIDE TO POSITIVE RACIAL IDENTITY DEVELOPMENT FOR YOUNG CHILDREN

Presented by School Readiness Consulting and
the Equity in Early Learning Initiative (EELI)



JANUARY 2019



WHAT TO KNOW BEFORE YOU GO

Racial Awareness in the Early Years & Racial Identity Development and Why it Matters



INFANTS & TODDLERS

Racial Identity Development for 0-2 year-olds & Everyday Opportunities to Talk About Race



PRESCHOOLERS

Racial Identity Development for 3-5 year-olds & Proactive Conversation Starters



MANAGING HOW OTHERS INTERACT WITH YOUR CHILD

Discussions with Friends and Family & Talking with Your Child's Teacher or Program Leader



ADDITIONAL RESOURCES