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Early Childhood Teaching: From Easing Stress to Increasing Engagement

**Fostering Cultural Sensitivity and Raising Diversity Awareness in Early Learning Programs**



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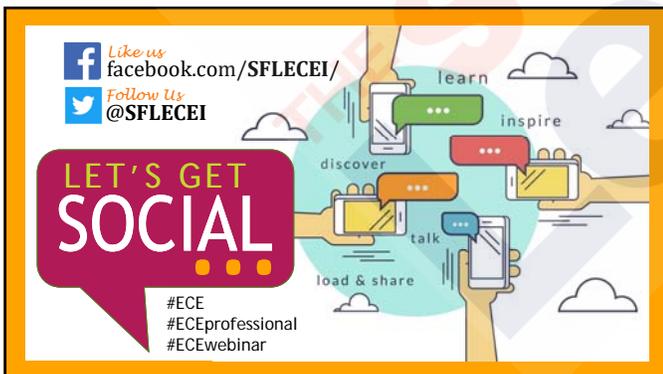
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**Our presenters**



**Toni Cacace-Beshears**  
SFL Treasurer and Board member  
Retired CEO, Children's Harbor  
Adjunct Professor Tidewater Community College

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### Today's Objectives

- Discover the impact of your unconscious biases on your interactions and relationships.
- Explore strategies for developing an inclusive program that embraces all children and families.
- Assess approaches to diversify environment, activities, and interactions to become a culturally responsive educator.

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## Advancing Equity in Early Childhood Education

### National Association for the Education of Young Children

#### POSITION STATEMENT

Adopted by the NAEYC National Governing Board April 2019

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### Purpose of NAEYC Position Statement

"Position statement outlines steps needed to

1. Provide high-quality early learning programs that build on each child's unique individual and family strengths, cultural background, language(s), abilities and experiences and
2. Eliminate differences in educational outcomes as a result of who children are, where they live, and what resources their families have." (p 4)

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### NAEYC Position Statement

#### The Primary Focus

"Primary focus of this statement is on equitable learning opportunities for young children, we stress that such opportunities depend on equitable treatment of early childhood educators as well." (p5)

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### NAEYC Position Statement

#### Recommendations for Everyone (p. 6)

1. Build awareness and understanding of your culture, personal beliefs, values, and biases.
2. Recognize the power and benefits of diversity and inclusivity.
3. Take responsibility for biased actions, even if unintended, and actively work to repair the harm.
4. Acknowledge and seek to understand structural inequities and their impact over time.
5. View your commitment to cultural responsiveness as an ongoing process.
6. Recognize that the professional knowledge base is changing.

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If you don't understand someone's traditions or culture, your interactions could be unsuccessful or negative. Your intentions could be misunderstood.

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**Why People Do WHAT THEY DO**

- Tradition
- Culture
- How Raised

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**STRATEGIES**

Research the culture of the families that are entering your program.

K	W	L
What I Know	What I Want to Know	What I Learned

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**STRATEGIES**

**IDENTIFY THE FAMILY'S PREFERRED LANGUAGE.**

Have an interpreter available for the intake and tour.

- Ask
- Non-Traditional Resources

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Equip your classroom with materials that reflect the children in your classroom, your community, and the real world.

**MATERIALS REFLECT THE CHILDREN**

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**STRATEGIES**

**MATERIALS Reflect the Children**

Books - including age and ability; reflect culture of the children in the world

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**STRATEGIES**

**MATERIALS Reflect the Children**

**Puzzles**

Excellerations® Multicultural Family Puzzles - Set of 8 Item #MLTFAMPZ  
Available from <https://www.discountschoolsupply.com>

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**STRATEGIES**

**MATERIALS Reflect the Children**

**Dolls**

16" Multicultural Toddler Dolls - Set Of All 8 - ITEM #TODALL  
Available from <https://www.discountsschoolsupply.com>

Sweet Kaplan Kuddle Dolls-ITEM #80861  
Available from <https://www.kaplanmc.com>

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**STRATEGIES**

**MATERIALS Reflect the Children**

**Blocks**

Guidecraft Oriental Block Set - G6102  
Available from <https://www.nurtery.com>

Russian Cathedral Builder Set - Available from: <https://www.montessorimaterials.com>

Arabian Building Block Set 42pcs #35126  
Available from: <https://www.edu-21.com.au>

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**STRATEGIES**

**MATERIALS Reflect the Children**

**Dramatic Play or Dress Up**

Childcraft All-in-One Kitchen Center - ITEM #071972  
Available from <https://www.schoolspecialty.com>

Toddler Career Costume Set  
Available from <https://www.lakeshorelearning.com>

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**Pictures on Walls - Family Pictures**

**MATERIALS REFLECT THE CHILDREN**

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**STRATEGIES**

**Accommodate Physical & Medical Conditions**

**Identify and individualize physical and medical needs. HIDDEN vs. VISIBLE**

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**THE DAILY BREAK**

**ROLL MODEL**

**Travels have left a paper trail**

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STRATEGIES

**DIVERSITY Exists**

Be aware that diversity exists.

- Celebrations
- Activities
- Rhetoric



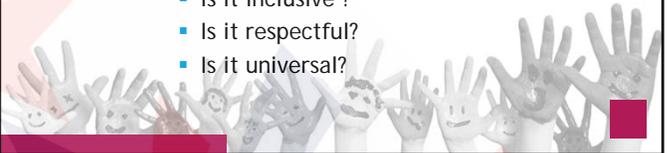
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STRATEGIES

Be aware that diversity exists.

Celebrations / Activities / Rhetoric

- Why are you celebrating?
- What are you trying to teach?
- Is it inclusive ?
- Is it respectful?
- Is it universal?



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**Adopt a Facts First MINDSET**

- What do we have in common?
- Get your information from the families.
- Family Activity: The Three Strips



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Cultural competence is a core component of high-quality early childhood education programs, and it is incumbent upon states to ensure that they are attending to the critical questions and implications of diversity, equity, and cultural competence at every stage of the development and implementation of their QRIS (Quality Rating Improvement Systems), from standards and curriculum, to outreach and engagement, to monitoring and evaluation.

*NAEYC Position Statements on Linguistic and Cultural Diversity*

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**Become aware. Open your eyes.**

- This will lead you to change - Crayola
- *You've Got to be Carefully Taught*, Rogers and Hammerstein
- Acceptance based on fact - not rejection based on assumption



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**Resources**

1. Promoting Cultural & Linguistic Competency Checklist - FREE Checklist - <https://nccc.georgetown.edu/documents/ChecklistEIEC.pdf>
2. Teaching Tolerance -Free Kit - <https://www.tolerance.org/classroom-resources/film-kits>
3. Roots and Wings, Revised Edition: Affirming Culture in Early Childhood Programs, Stacey York, Third Edition, Redleaf Press, 2016

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## Resources

4. Antibias Education for Young Children and Ourselves, Louise Derman-Sparks and Julie Olsen Edwards, NAEYC
5. The Girl with the Brown Crayon; The Boy Who would be Helicopter: You Can't Say You Can't Play, Vivian Gussin Paley
6. NAEYC Position Statements on Linguistic and Cultural Diversity - <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF>

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## Resources

7. NAEYC Quality Benchmarks for Cultural Competence Tool - [https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/QBCC\\_Tool%20\(1\).pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/QBCC_Tool%20(1).pdf)
8. Developing Culturally Appropriate Quality Rating and Improvement Systems (BUILD Initiative, 2013) - <http://buildinitiative.org/WhatsNew/ViewArticle/tabid/96/smld/412/ArticleID/344/Default.aspx>

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## Resources

10. Incorporating Cultural Competence in Quality Rating and Improvement Systems (CLASP, 2013) - [https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/qrs\\_cultural\\_competency.pdf](https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/qrs_cultural_competency.pdf)
11. Racial Equity and QRIS in Washington State (DEL, 2017) - <http://qrisnetwork.org/sites/all/files/session/resources/WashingtonPPT.pdf>

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## Resources

12. National Association for the Education of Young Children. (2019). Advancing Equity in Early Childhood Education: A Position Statement of the National Association for the Education of Young Children. Retrieved from <https://www.naeyc.org/resources/position-statements/equity>.

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## NEXT webinar

EARLY CHILDHOOD TEACHING: From Easing Stress to Increasing Engagement

Educating Families About Developmentally Appropriate Practices

Tuesday, March 17, 2020 @ 1:30 PM ET

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