


QR Code for Resource Padlet:




Promoting Equity and Anti-Bias in Early Education Settings (Overview)

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Objectives

- Define equity and anti-bias in early childhood education settings and become familiar with the four core goals of anti-bias education
- Reflect on the role that early childhood educators play in fostering equitable learning experiences
- Explore resources and strategies to support the four core goals of anti-bias education that can be implemented with children and families

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What is Anti-Bias Education ?

"Anti-bias education is an optimistic commitment to supporting children who live in a highly diverse and yet still inequitable world...Effective early childhood educators are committed to the principle that all children deserve to develop to their fullest potential."

- Anti-Bias Education for Young Children and Ourselves, pg. 4

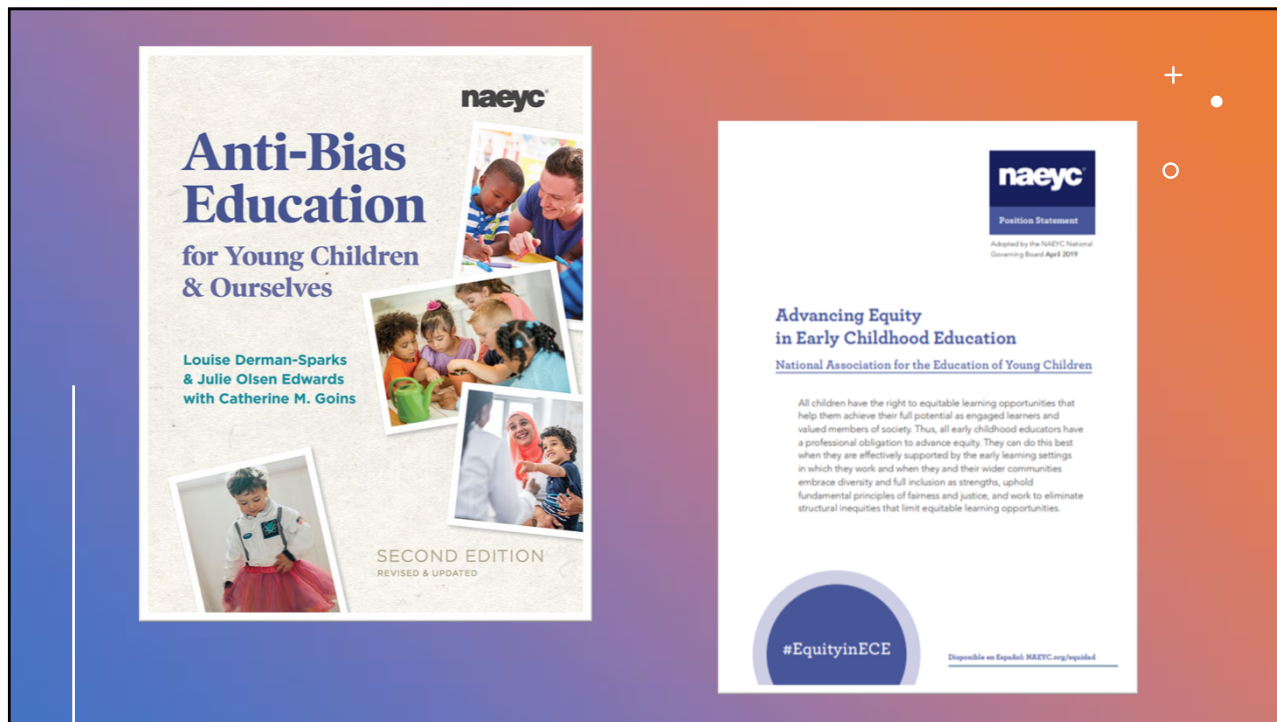
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- All children and families have a sense of belonging and experience affirmation of their personal and social identities and their cultural ways of being
- All children have access to and participate in the education they need to become successful, contributing members of society
- All children are engaged in joyful learning that supports their cognitive, physical, creative, and social development
- Children and adults know how to respectfully and easily live, learn, and work together in diverse and inclusive environments
- All children and families live in safe, peaceful, healthy, comfortable housing and neighborhoods

Vision

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A photograph showing several hands of different skin tones (white, brown, black, and blue) stacked together to form a heart shape on a bright yellow background. A hand is also shown drawing the outline of the heart with a black marker.

Equity Defined

"Equity is providing the conditions and supports that children and adults need to be successful. These take into consideration individual capacities, needs created by a person's current social condition, and historic and current inequities connected to the individual's social identities. Equity is judged on the actual outcomes of the provided conditions and supports, not on their intent."

- *Anti Bias Education for Young Children and Ourselves*, p.183

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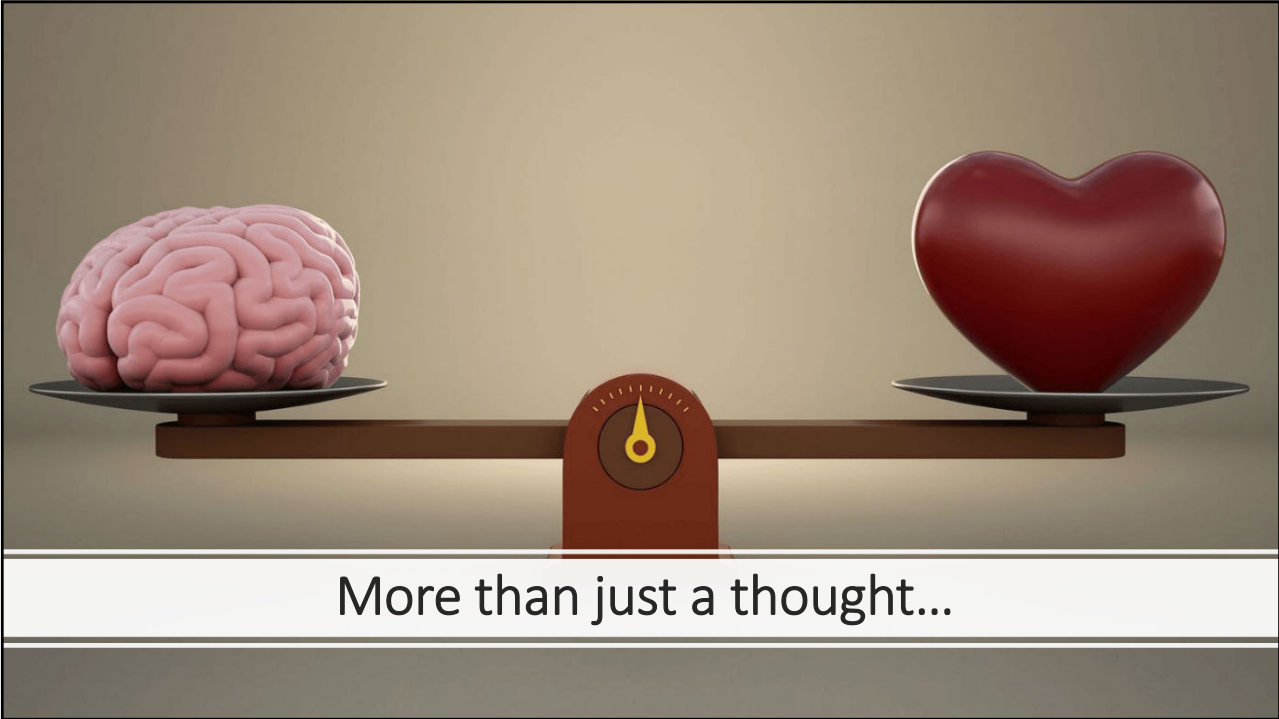
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Ritu Bhasin
 Speaker, Inclusion & Leadership Consultant
 President, bhasin consulting inc.
 Author, The Authenticity Principle

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Unconscious Bias

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Yale Study Tests Implicit Bias of Preschool Teachers

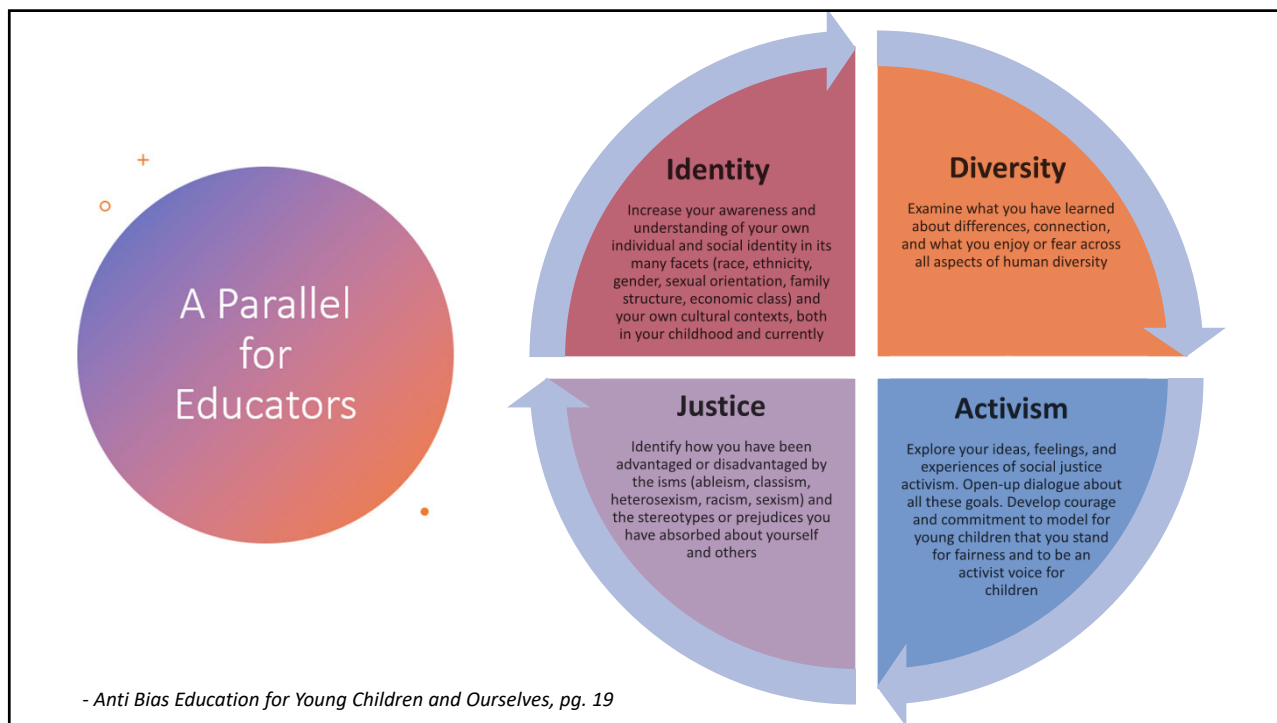
"Your job is to press the Enter key on the external keypad every time you see a behavior that could become a potential challenge."

- Yale University Child Study Center (2016)

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GOAL 1
IDENTITY
Demonstrate self-awareness, confidence, family pride, and positive social identities.

GOAL 2
DIVERSITY
Express comfort and joy with human diversity.
Use accurate language for human difference.
Form deep, caring human connections.

GOAL 3
JUSTICE
Recognize unfairness.
Have language to describe unfairness.
Understand that unfairness hurts.

GOAL 4
ACTION
Demonstrate empowerment and the skills to act, with others or alone, against prejudice and discrimination.

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

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Sources for Curriculum Ideas

- Children's questions, interests, or interactions with each other that teachers see as important to respond to and develop
- Significant events that occur in the child's communities and the larger world that teachers believe need to be explored with children
- Teacher-initiated activities based on what teachers and families think is important for children to learn

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Children's Books

- Initial criteria for selecting books:
 - Must be well-written, age-appropriate, and compelling
 - Look at who is made visible in the book and who is missing
 - Look for stories in which children are kind, make friends across lines of difference, solve problems, and collaborate
 - Include both storybooks and nonfiction books



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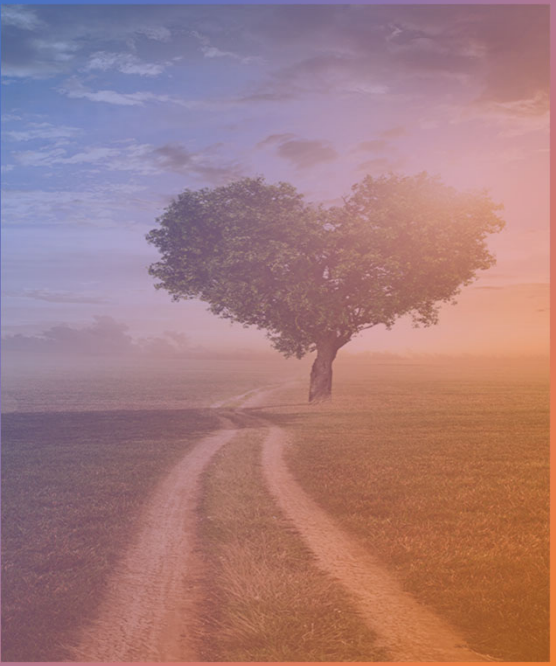
Key Questions for Planning Anti-Bias Activities

- Where do I best fit ABE goals and issues into my curriculum plans for the day and the week?
- Who might be left out of this curriculum? How will I use the topic to include each child, connecting the diversity of social identities and to individual needs? How can I be sure no one is invisible or unnoticed?
- What ideas, misconceptions, and stereotypes might children have about this topic? How can I learn what these are and provide accurate information and counter misinformation and stereotypes?
- How can I use this topic to support and strengthen children's innate sense of justice and their capacity to change unfair situations to fair ones?
- What learning materials do I need to gather to incorporate an anti-bias perspective into this curriculum topic?

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Starting a New Journey

What is one thing you will take away from our time together?

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References

Advancing Equity in Early Childhood Education Position Statement <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/advancingequitypositionstatement.pdf>

ANTI-BIAS LEADERS IN EARLY CHILDHOOD EDUCATION: A Guide To Change With Louise Derman-Sparks, Debbie LeeKeenan, John Nimmo. <https://www.antibiasleadersece.com/the-film-reflecting-on-anti-bias-education-in-action/#>

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Why Understanding Equity vs Equality in Schools Can Help You Create an Inclusive Classroom. <https://www.waterford.org/education/equity-vs-equality-in-education/>



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Talk. Read. Sing.

First 5 San Diego

<https://first5sandiego.org/parent-portal/talk-read-sing/>



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