



The Source for Learning, Inc.

Learning ECE

Early Childhood Education Part 1

Creating Equitable Early Childhood Classrooms for Underrepresented Children and their Families

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Our Presenter

Alana Dresden

SFL ECE Consultant
Adjunct Instructor
Early Childhood Education
The University of Wisconsin-Whitewater



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Supporting Dual Language Learners Certificate



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For more info contact: Anne Tillett tilletta@uww.edu

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Our Guest Speaker

Meghan Green

Assistant Professor
Early Childhood Teacher Education



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Objectives

- Examine** the existence of ethnic, racial, and linguistic marginalization amongst educators, children, and parents in early childhood classrooms and how they affect multilingual learners.
- Discuss** strategies for supporting multilingual learners as they negotiate socially constructed linguistic boundaries in the early childhood classroom.
- Identify** techniques that educators can use to deconstruct their own cultural assumptions and effectively support multilingual learners and their families.

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What is **Ethnic, Racial, and Linguistic underrepresentation**?



Underrepresentation:
A subgroup of the population that is lower in number than the general population.

Ethnic Geographic region that people come from, including culture, religion, language, customs, and values.	Racial Physical characteristics, such as skin color or facial features.	Linguistic Language
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Barriers to Receiving Equitable Education for Underrepresented Children



Affordability	Quality	Language	Supply	Bias
Access	Adequate Hours	Immigration Status		

Eligibility Criteria and Administrative Rules and Processes

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Benefits of Diversity in ECE Classrooms



Sense of Belonging	Enhanced Communication	
Different Perspectives	Role Models	Positive Identity
Less Reinforcement of Stereotypes	Global Awareness	

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naeyc Position Statements
Responding to Linguistic and Cultural Diversity
Advancing Equity in Early Childhood Education

Equality



Equality:
Each individual or group is given the same resources or opportunities as others.

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Responding to Linguistic and Cultural Diversity
Advancing Equity in Early Childhood Education

Equity:
Based on their personal needs or circumstances, each individual or group receives the resources or opportunities they need to reach an equal outcome.

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Responding to Linguistic and Cultural Diversity
Advancing Equity in Early Childhood Education

Equality vs Equity

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What is Implicit Bias (Unconscious Bias)?

A negative attitude, of which one is not consciously aware, against a specific social group

Affects how we view people, as well as how we treat people	Affects how children feel about themselves and others	Starts with associations	Can affect a child's ability to trust and build responsive relationships
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Advancing Equity in Early Childhood Education

How to deconstruct implicit bias in the ECE classroom

- Build awareness and understanding of your culture, personal beliefs, values, and biases.
- Recognize the power and benefits of diversity and inclusivity. Carefully observe and listen to others (children, families, colleagues)
- Take responsibility for biased actions, even if unintended, and actively work to repair the harm.
- Acknowledge and seek to understand structural inequities and their impact over time.
- View your commitment to cultural responsiveness as an ongoing process.
- Recognize that the professional knowledge base is changing.

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Responding to Linguistic and Cultural Diversity
Recommendations for Effective Early Childhood Education

All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society.

www.naeyc.org/resources/position-statements/2019/06/2019-06-01-responding-to-linguistic-and-cultural-diversity-recommendations-for-effective-early-childhood-education

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naeyc Position Statements

Advancing Equity in Early Childhood Education & Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education

1 Create a Caring, Equitable Community of Engaged Learners

- Uphold the unique value and dignity of each child and family.
- Recognize each child's unique strengths and support the full inclusion of all children.
- Acknowledge that children can demonstrate their knowledge and capabilities in many ways.
- Develop trusting relationships with children and nurture relationships among them while building on their knowledge and skills.

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Advancing Equity in Early Childhood Education & Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education

1 Create a Caring, Equitable Community of Engaged Learners *(continued)*



- Consider the developmental, cultural, and linguistic appropriateness of the learning environment and your teaching practices for each child.
- Involve children, families, and the community in the design and implementation of learning activities.
- Actively promote children's agency.
- Scaffold children's learning to achieve meaningful goals.
- Consider how your own (implicit and explicit) biases may be contributing to your interactions and the messages you are sending children.

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Advancing Equity in Early Childhood Education & Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education

1 Create a Caring, Equitable Community of Engaged Learners *(continued)*




- Use multi-tiered systems of support.
- Provide early childhood educators with professional preparation and development in the areas of culture, language, and diversity.
- Recruit and support early childhood educators who are trained in languages other than English.

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Advancing Equity in Early Childhood Education & Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education

2 Establish Reciprocal Relationships with Families



- Embrace the primary role of families in children's development and learning.
- Uphold every family's right to make decisions for and with their children.
- Be curious, making time to learn about the families with whom you work.
- Maintain consistently high expectations for family involvement, being open to multiple and varied forms of engagement and providing intentional and responsive supports.
- Communicate the value of multilingualism to all families.

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3 Observe, Document, and Assess Children's Learning and Development




- Recognize the potential of your own culture and background affecting your judgment when observing, documenting, and assessing children's behavior, learning, or development.
- Use authentic assessments that seek to identify children's strengths and provide a well-rounded picture of development.
- Focus on strengths

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Advancing Equity in Early Childhood Education & Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education

4 Advocate on Behalf of Young Children, Families, and the Early Childhood Profession




- Speak out against unfair policies or practices and challenge biased perspectives. Work to embed fair and equitable approaches in all aspects of early childhood program delivery, including standards, assessments, curriculum, and personnel practices.
- Look for ways to work collectively with others who are committed to equity. Consider it a professional responsibility to help challenge and change policies, laws, systems, and institutional practices that keep social inequities in place.

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Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education

Recommendations for working with young children

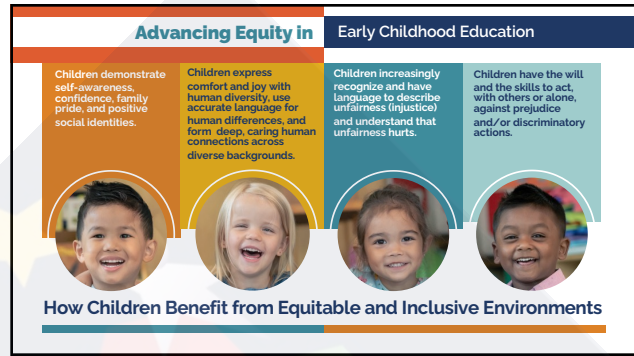


1. Recognize that all children are cognitively, linguistically, and emotionally connected to the language and culture of their home.
2. Acknowledge that children can demonstrate their knowledge and capabilities in many ways.
3. Understand that without comprehensible input, second-language learning can be difficult.

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Considerations

- Children learn best in environments where they feel valued and supported.
- All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society.
- Educators have a professional obligation to advance equity.

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Resources

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