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Let's Start Normalizing Inclusion & Diversity: Creating Equitable Access, Participation, and Supports for Children of Diverse Backgrounds

WHAT'S THE DIFFERENCE? Culturally Responsive Teaching & Learning in Early Childhood Education

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Our presenter



Mira Cole Williams
Associate professor at James Madison University,
Program Coordinator of the Inclusive Early Childhood Education Program,
Mom of 4 kids ages 2-18 years.

Assisting today's presenters



KAMNA BETH
Webinar Facilitator
Senior Director, ECE Initiatives
The Source for Learning

Carrie Snuggs
Webinar Support
Consultant, ECE Initiatives
The Source for Learning

Objectives


- ACQUIRE** Acquire an understanding of racism and ableism, and how they intersect to become more culturally responsive while working with young children and avoid drawing conclusions based on the dominant cultural beliefs and norms in the classroom.
- UNDERSTAND** Understand the key tenets of inclusion – access, participation, and supports – to offer all children in early learning classrooms equitable opportunities to learn.
- DEVELOP** Develop an action plan for at least one next step to engage in the inclusion process in your education role.

1 Cultural and Linguistic Diversity

Cultural & Linguistic Diversity

When we use the word *culture*, we are generally referring to the beliefs, values, customs, and social behaviors of a group that are reflected in their everyday life.

Teachers lead classrooms with a mix of students who may be fluent in English, learning English as a second language, or bilingual.



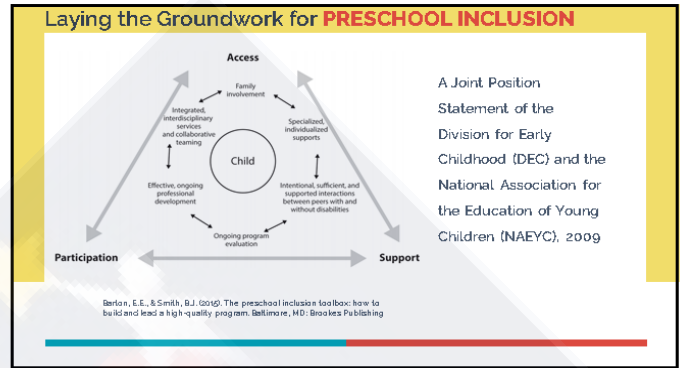
The IRIS Center, 2012

CULTURE	LINGUISTIC
<ul style="list-style-type: none"> ▪ Voice ▪ Facial Expressions ▪ Beliefs & Values About Education ▪ Classroom Behavior 	<ul style="list-style-type: none"> ▪ Receptive & Expressive ▪ Social Communication ▪ Exhaustion/Frustration ▪ Social vs. Academic Language

2 Racism & Ableism

Racism	Ableism
<p>Racism is the belief that people of a particular racial group, typically one that is the minority or marginalized are inferior and the action of prejudice, discrimination, and antagonism to that particular racial group.</p>	<p>Ableism is the belief that people with disabilities are inherently inferior and/or are in need of fixing; rather than the belief that we as a society need to remove barriers and provide accommodations.</p>

4 Inclusive Education Tenets: Access, Participation, & Supports



Combat the Challenges Through Inclusive ECE

ACCESS	PARTICIPATION	SUPPORTS
Activities, Settings, Environments	Supports and accommodations to participate fully in learning and play	Infrastructure of systems-level supports that must be in place
How are we looking at differences as impacting a child's ability to engage in activities, settings, and environments?	How are we treating and identifying difference in race and ability as impacting a child's participation?	How are we explicitly grounding priorities, values, and expectations so that we support culturally and linguistically diverse students & families?

What can you do to ENSURE equitable access, participation, and support?

Recognize Your Role	Reflect	Determine the Inequity	Stand Up, Speak Out	Stop Normalizing
How can you use your position? Who else needs to be involved?	Think about equity and reflect upon ableist and racist structures	Does the inequity exist in the access, participation, or supports?	What can you do to actively combat the inequity?	Promote belonging not normalizing

5 Action Planning

DECEETA in Pursuit of Equity in Early Intervention/Early Childhood Special Education

Action Plan

Stop and Think
What thought you have today? What do you hope to see out of your participation in these sessions?

Set a Goal
Identify a specific goal for your opening session.






Resources
Resource: resources you NEED to meet your goal and resources you NEED to meet your goal.

Accountability
How will you measure your success? What does meeting your goal look and feel like?

Be an Influencer
Identify three within your reach that you intend to influence in pursuit of your goal.

ACTION PLANNING
(Try this on your own.)

RESOURCES

-  **Identity Talk 4 Educators LIVE** - Fighting Ableism in our K-12 schools (Dr. Jen Newton & Dr. Mira Cole Williams) - June 23, 2021
[audio](#) [video](#)
-  Susan Baglieri & Priya Lalvani (2019) *Undoing Ableism: Teaching about Disability in K-12 Classrooms*. Routledge
-  DeMatthews (2020) *Addressing Racism and Ableism in Schools: A DisCrit Leadership Framework for Principals*, *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 93(1), 27-34. DOI: 10.1080/00098655.2019.1690419
-  Hailey R. Love & Margaret R. Beneke (2021) *Pursuing Justice-Driven Inclusive Education Research: Disability Critical Race Theory (DisCrit) in Early Childhood*, *Topics in Early Childhood: Special Education* 1-14. DOI: 10.1177/10271121421990833
-  Rasmussen University Education Blog - [What is inclusive education? An introduction for early childhood educators](#) - April 12, 2021

NEXT webinar


WHAT'S THE DIFFERENCE? Culturally Responsive Teaching & Learning in Early Childhood Education

Teaching Racial-Cultural Empathy and Challenging Discrimination in Early Childhood

Wednesday, December 8, 2021 @ 1:00 PM ET




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