# Welcome!

While you wait for the webinar to begin, please:

- ✓ Download the *Viewer's Guide* to take notes during the webinar, and

- ✓ **Tell us in the "ask a question" box:** What setting do you work in and how do you define an anti-bias learning environment?

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Please use the left side bar to ask questions, submit comments, or download handouts

Ask a Question

Send

Total Answered Questions: 0
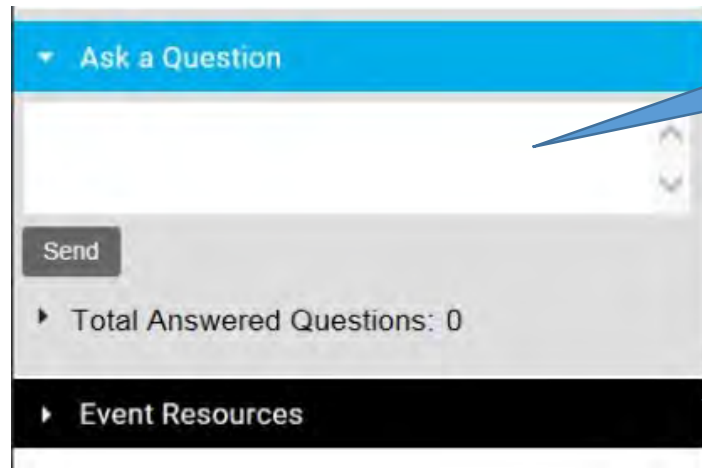
Event Resources

Ask your questions and submit your comments here

Download handouts from Event Resources

If you did not receive your certificate, email: webcasts@hsicc.org
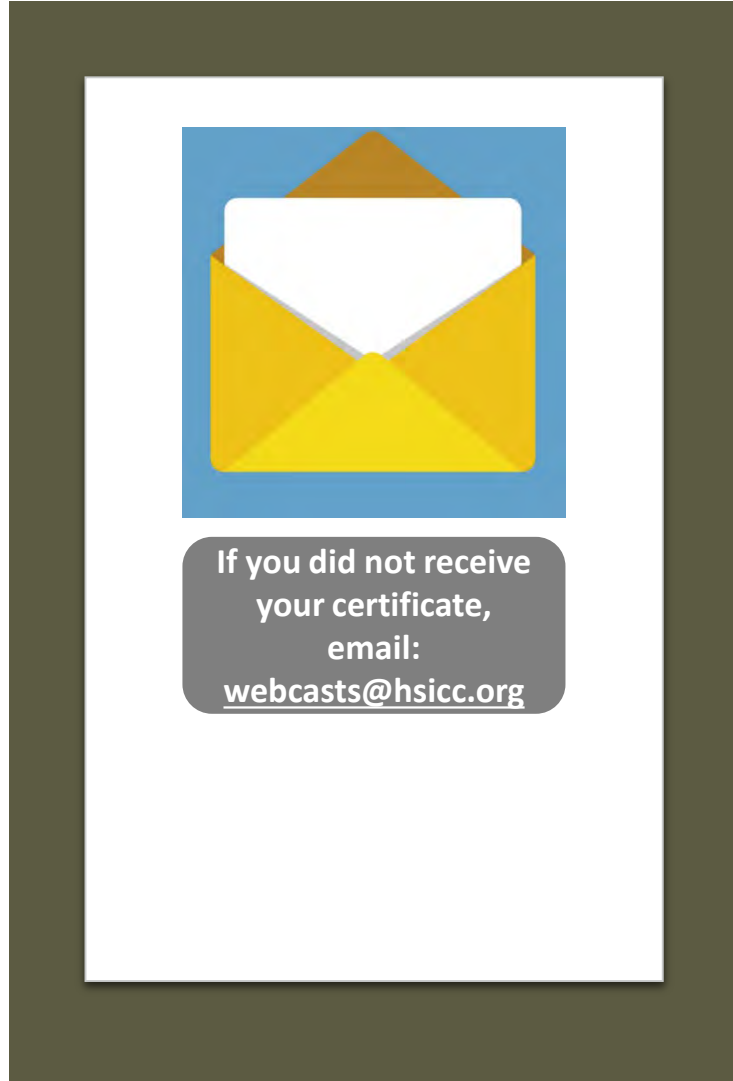
Certificate of Attendance

- Emailed at the Conclusion of the Webcast.
  - From: donotreply@webcasts.com

- Participants **must** remain on live webcast or OnDemand recording until the end.

- Completion of surveys will not generate a Certificate of Attendance.

Advancing Racial & Ethnic Equity in Head Start

Culture • Diversity • Inclusiveness • Anti-Bias

September 10, 2020
3:00-4:30 p.m. ET

NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

Early Childhood National Centers

Anti-bias Teaching and Learning Environments in Head Start and Early Head Start Programs

Office of Head Start's Advancing Racial and Ethnic Equity Webinar Series

- Engaging in Conversations About Racial and Ethnic Equity, August 6, 2020

- Culture, Diversity, Inclusiveness, and Equity: Spotlight on Human Resource Systems, August 20, 2020

- **Anti-Bias Teaching and Learning Environments in Head Start and Early Head Start Programs, September 10, 2020**

- Health Disparities: Responding with a Lens on Race and Ethnicity, September 17, 2020

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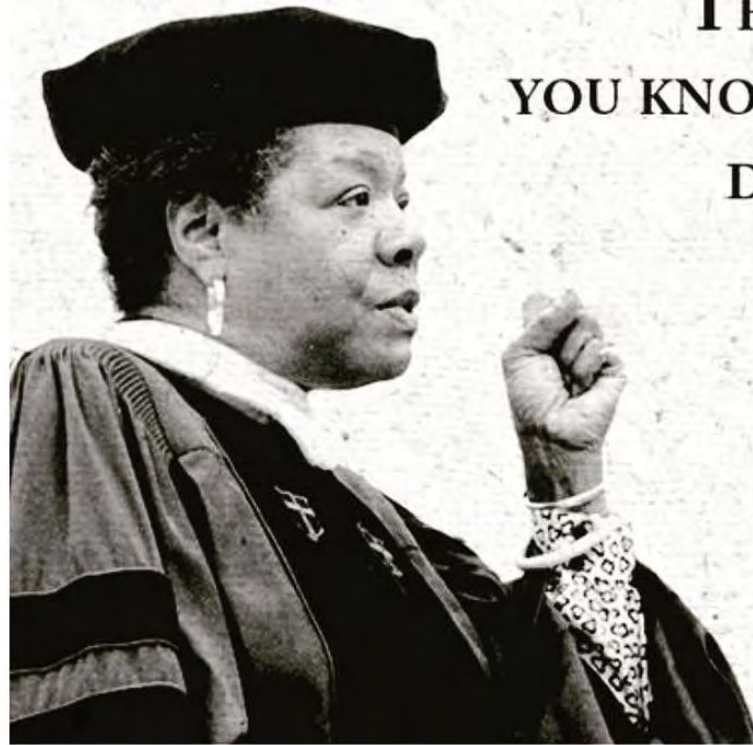Senior Manager, Content Development

Early Childhood National Centers

**Jamie Sheehan
Office of Head Start**

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Do the best you can until you know better. Then, when you know better, do better.

Maya Angelou

Racial Equity in Early Childhood Systems
Four Levels of Change

equityleaders ACTION NETWORK

Build INITIATIVE

PERSONAL

The individual consistently works alone and with others, to understand their own values, beliefs, implicit biases, unconscious racism, actions and relative privileges that contribute to racial inequities and equity; the individual acts to advance racial equity.

INSTITUTIONAL

Apply a racial equity/economic justice lens to their policies, practices, regulations and work culture to dismantle policies that perpetuate inequality and design/develop policies and practices that advance opportunities, fairness, access to resources, and other factors for those most effected by racial inequality.

STRUCTURAL

Individuals and groups recognize that structural arrangements are interconnected and resist change; they develop approaches to advance equity that offer new or reconstituted structural arrangements; they build shared leadership and collective power that leads to change.

INTERPERSONAL

Individuals and groups are effective in relating to others not like themselves, actively include those typically excluded, share power, surface issues of racial inequality in interpersonal relationships, act to support positive change, and work to reduce interpersonal conflict.
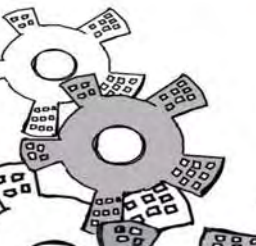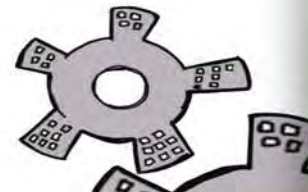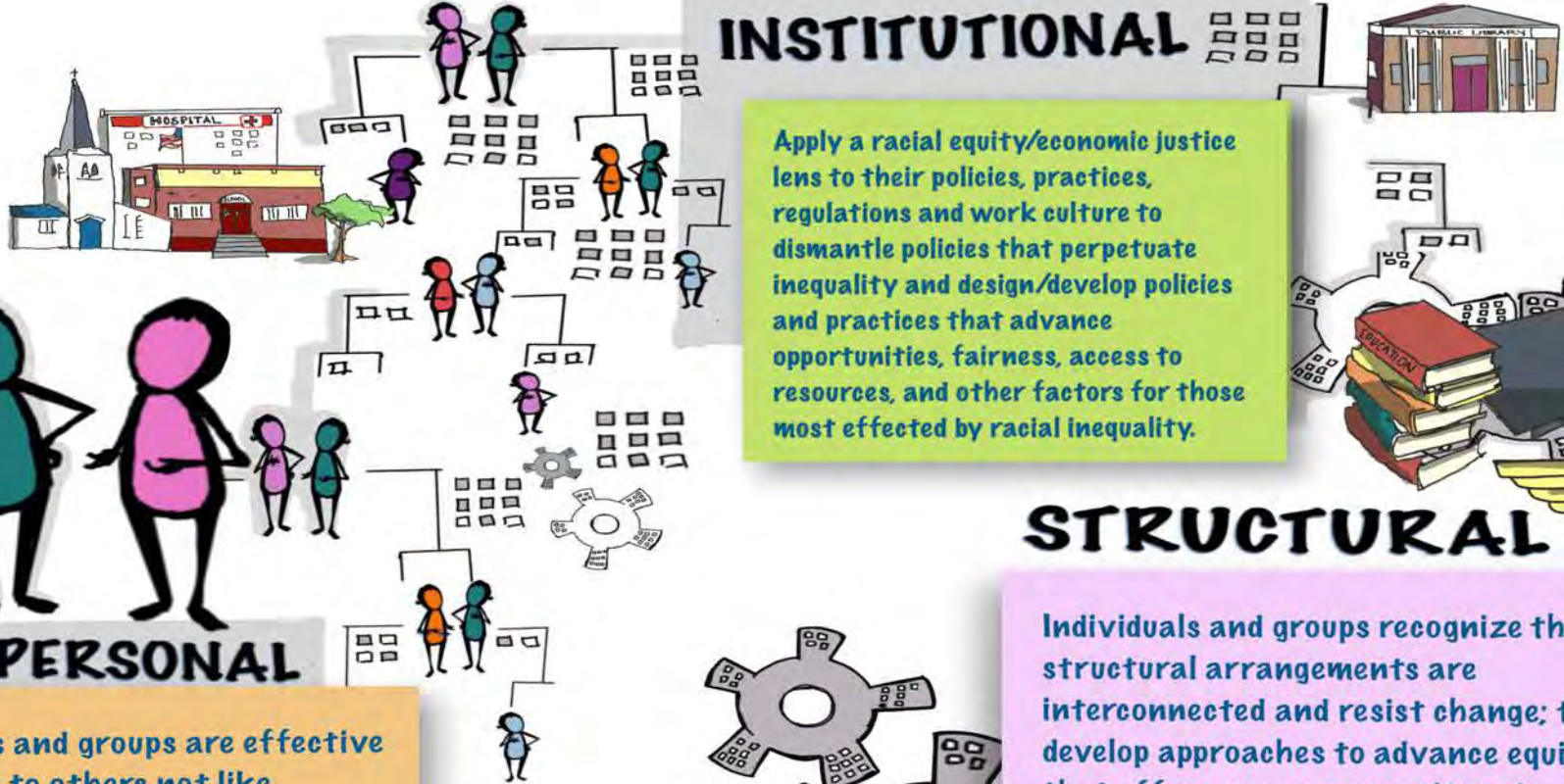
Model adapted from Kirwan Institute. Illustration design by Chrissie Bonner and Montréal Morant. c 2017

Equity in Early Childhood Systems
Four Levels of Change

Build INITIATIVE

equityleaders ACTION NETWORK

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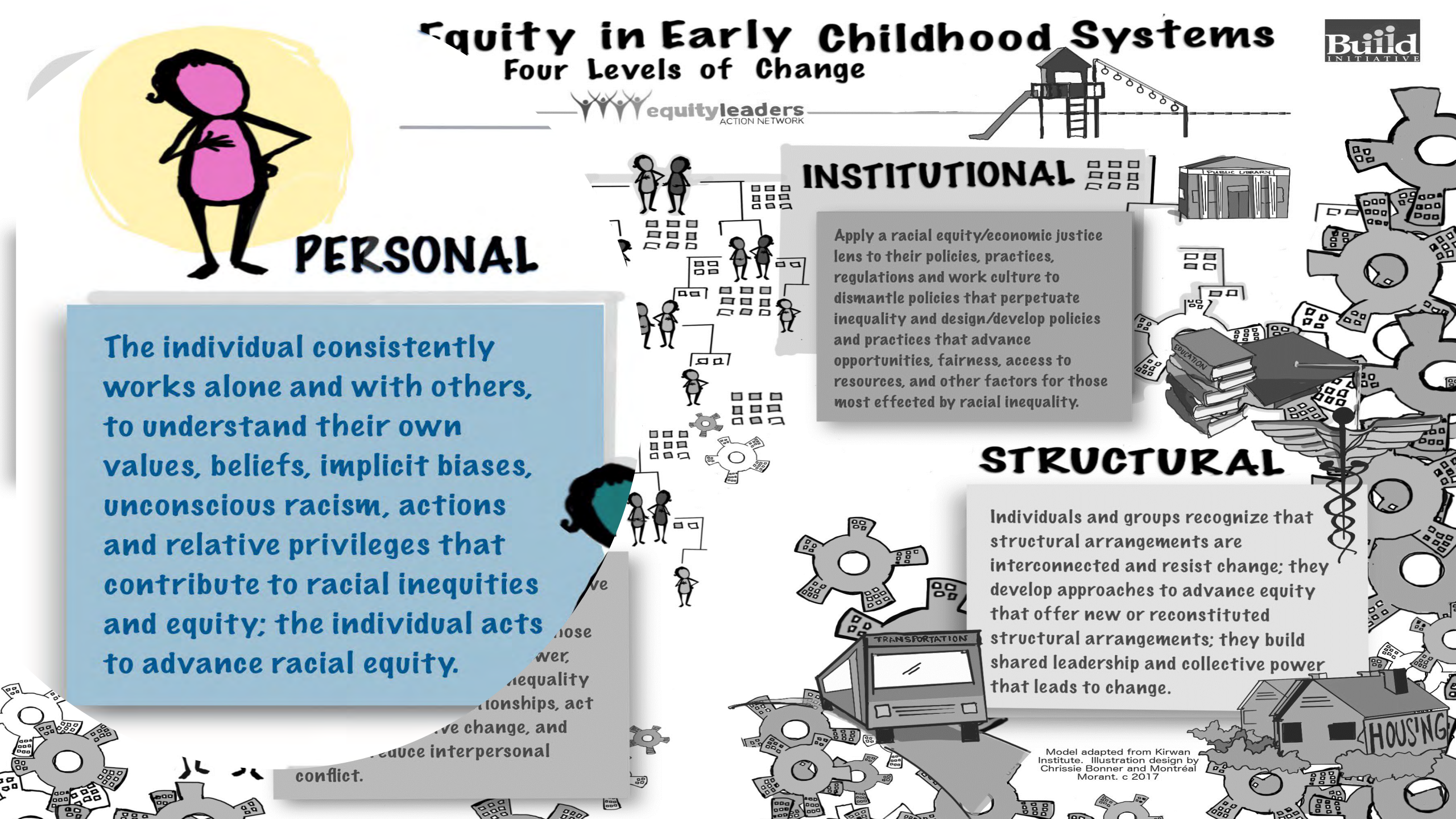
...ve ...hose ...wer, ...nequality ...tionships, act ...ve change, and ...educe interpersonal conflict.

INSTITUTIONAL

PUBLIC LIBRARY

Apply a racial equity/economic justice lens to their policies, practices, regulations and work culture to dismantle policies that perpetuate inequality and design/develop policies and practices that advance opportunities, fairness, access to resources, and other factors for those most effected by racial inequality.

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Individuals and groups recognize that structural arrangements are interconnected and resist change; they develop approaches to advance equity that offer new or reconstituted structural arrangements; they build shared leadership and collective power that leads to change.

TRANSPORTATION

HOUSING

Model adapted from Kirwan Institute. Illustration design by Chrissie Bonner and Montréal Morant. c 2017

Racial Equity in Early Childhood Systems
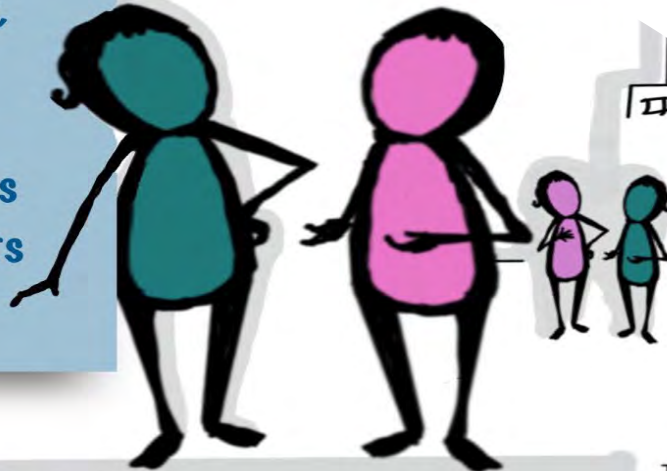## Four Levels of Change

equity leaders
ACTION NETWORK

Build INITIATIVE

The indi... cial inequities
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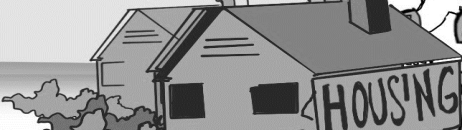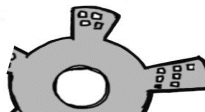
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Model adapted from Kirwan Institute. Illustration design by Chrissie Bonner and Montréal Morant. c 2017

Multicultural Principles for Head Start Programs
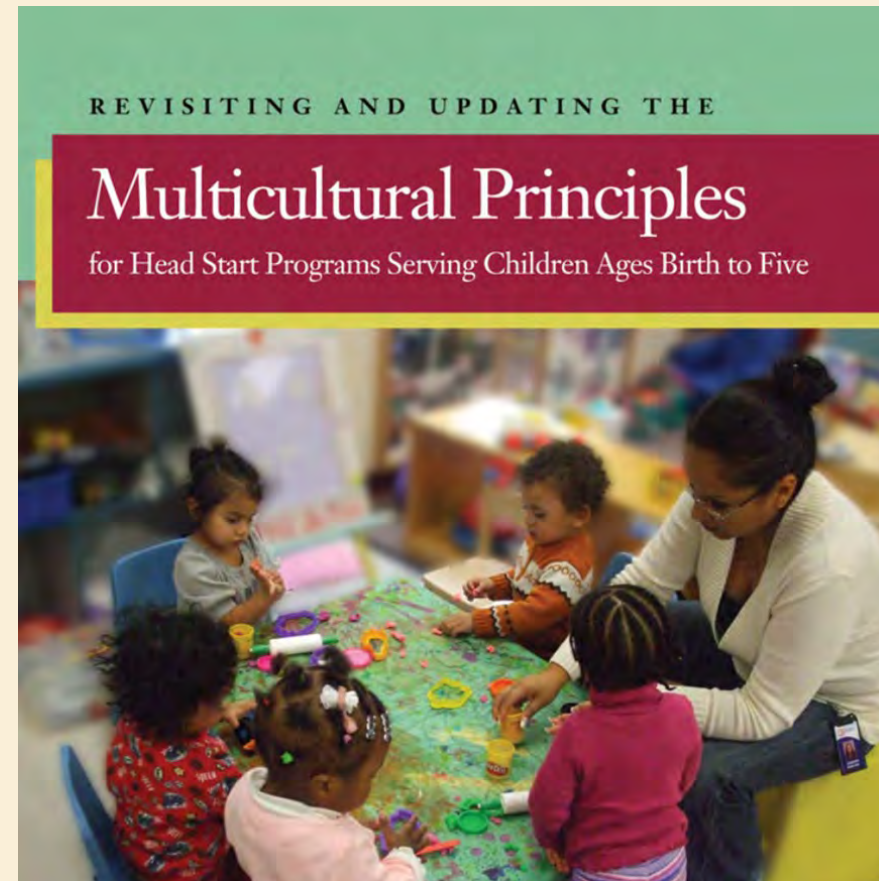
Effective Interactions & Child Outcomes
The Framework for Effective Practice

- Providing nurturing, responsive, and effective interactions and engaging environments for children

- Choosing and implementing research-based curricula and teaching practices

- Using ongoing assessment of children's skills

- Individualizing teaching and learning

- Engaging parents and families

Head Start Early Learning Outcomes Framework (ELOF)

		CENTRAL DOMAINS			
	APPROACHES TO LEARNING	**SOCIAL AND EMOTIONAL DEVELOPMENT**	**LANGUAGE AND LITERACY**	**COGNITION**	**PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT**
▲ INFANT/ TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

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Preschooler Social and Emotional Development Sub-Domains

Relationships with Adults	Relationships with Other Children	Emotional Functioning	Sense of Identity and Belonging

Goals for Sub-Domain: Sense of Identity and Belonging

Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. ⌄

Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self. ⌄

Goal P-SE 11. Child has sense of belonging to family, community, and other groups. ⌄

Children's cultural backgrounds influence the ways that they demonstrate interests, imitate others, or engage in play situations. Some cultures encourage children to stand out as individuals, while other cultures emphasize group identity.

Today's Topics

What do children know & understand about individual differences?

_____

Bias in early childhood & its impacts

_____

Designing anti-bias learning environments

_____

Supporting children's sense of identity & belonging

Implicit bias

Unconscious beliefs, feelings, or behaviors that affect one's understanding, actions, and decisions

Prejudice

Preconceived opinions that lead to preferential treatment for some people and unfavorable bias or hostility against others

Center for the Study of Social Policy. (2019, September). Key equity terms and concepts: A glossary for shared understanding.
https://cssp.org/resource/key-equity-terms-and-concepts-a-glossary-for-shared-understanding/

Today's Topics

What do children know & understand about individual differences?
_____

Bias in early childhood & its impacts

_____

Designing anti-bias learning environments

_____

Supporting children's sense of identity & belonging

Myth: Children are colorblind. They don't see race.
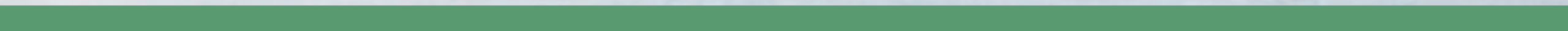
Research shows:

At birth, babies look equally at faces of all races.

Race is one of the earliest emerging social categories.

Research shows:

By three months, children discriminate between faces by race.

Babies look more at faces that match the race of their caregivers.

Research shows:

By six months, babies can categorize people by gender and race.

Research shows:

Older toddlers use racial categories to reason about others and their behaviors.

By 30 months, children may use race to choose playmates.

Research shows:

Three- to five-year-olds use racial categories to identify themselves and others, to include or exclude, and to negotiate power.

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Research shows:

By age five, some children express preference for their own race.

By kindergarten, children have learned many of the same racial attitudes as adults.

Research shows:

By age five, children show they understand how the world perceives them and others.

What surprised you?

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Where do children get these ideas about race?

Home environments & family

Experiences & interactions with the world around them

Listen to what children say.

Observe who children play with – and who they don't.

Listen for opportunities to ask questions or comment.

Today's Topics

What do children know & understand about individual differences?

Bias in early childhood & its impacts

Designing anti-bias learning environments

Supporting children's sense of identity & belonging

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Anti-bias early learning environments begin with you!

Learning environments and relationships depend on us being open and honest about our own implicit biases.

I don't have bias, because:

"I treat all children and families the same."

"I don't see color."

"I use lots of multicultural materials."

Implicit biases lead to higher rates of suspensions and harsher discipline for Black and Latino children.

Removal from learning opportunities or being sent home contributes to the achievement gap and can set children on a negative school trajectory.

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Who are the children you're most likely to discipline or label?

Who are the children whose parents you call the most?

Who receives your praise and how often?

Who do you provide with positive reinforcement?

Do you have high expectations for all children?

How do you express your high expectations?

Five A's

Five A's to Explore Growth Toward Racial and Ethnic Equity

- Aware
- Acknowledge
- Accept
- Appreciate
- Act

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48

Today's Topics

What do children know & understand about individual differences?

Bias in early childhood & its impacts

Designing anti-bias learning environments

Supporting children's sense of identity & belonging

"Anti-bias education is a way of teaching that supports children and their families as they develop a sense of identity in a diverse society."

NAEYC 2016

"*It helps children learn to be proud of themselves and their families, respect a range of human differences, recognize unfairness and bias, and speak up for the rights of others.*"
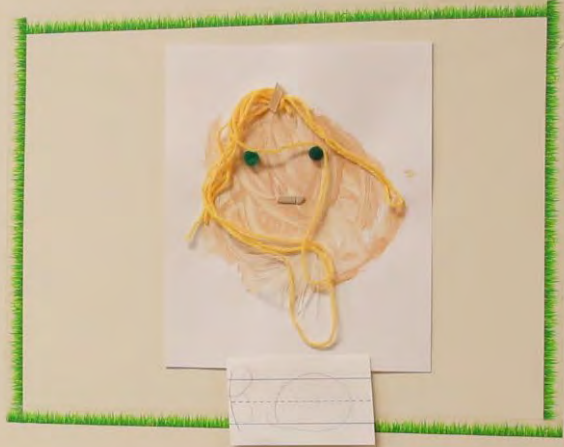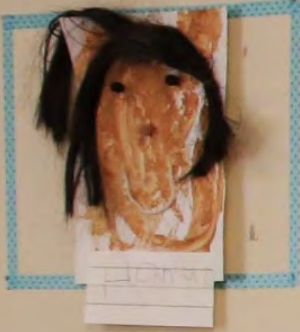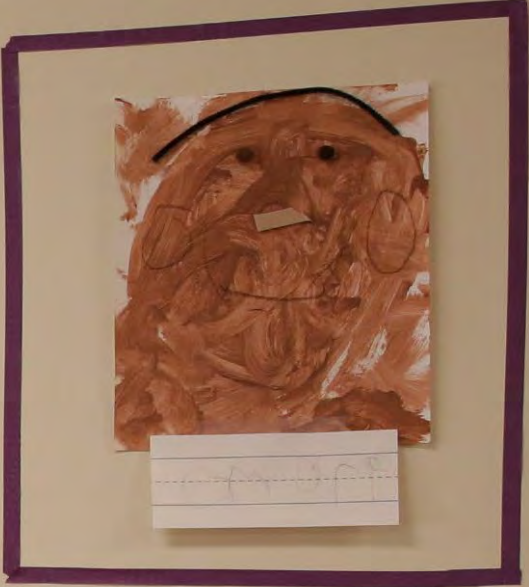
NAEYC 2016

Anti-bias learning environments begin with safe, inclusive spaces that are inclusive of and represent all children.
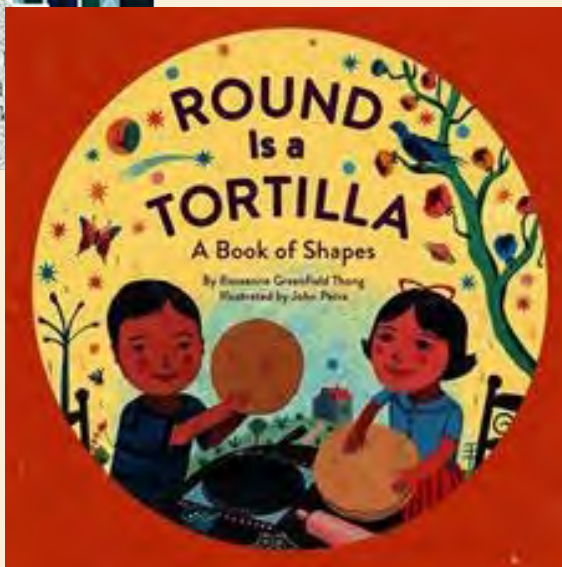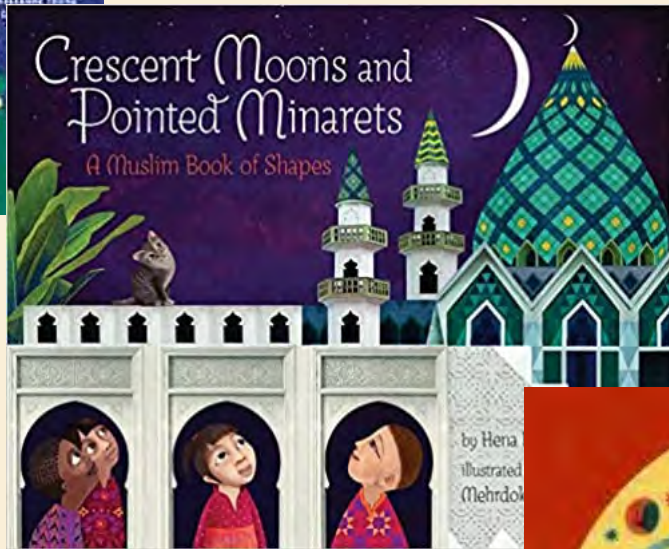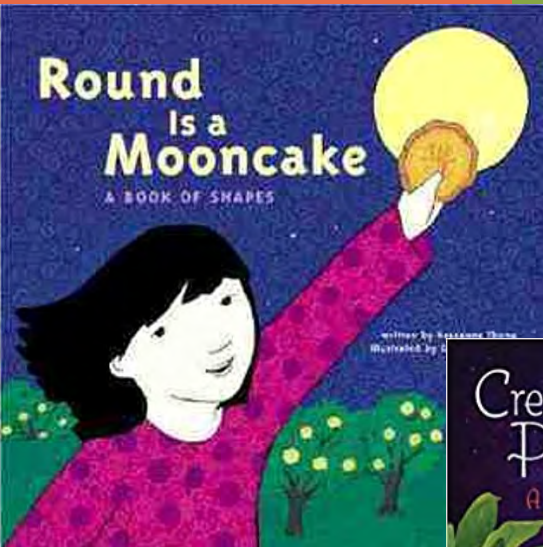
How do you ensure that children and their families are represented in their learning environments?

Reviewing Books

Who are the authors?

Who are the characters?

How are they represented?

What are their roles?

What do they do/say?

DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: ccbc.education.wisc.edu/books/pcstats.asp

1% American Indians/ First Nations

5% Latinx

7% Asian Pacific Islander/Asian Pacific American

10% African/ African American

27% Animals/Other

50% White

The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Horning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.
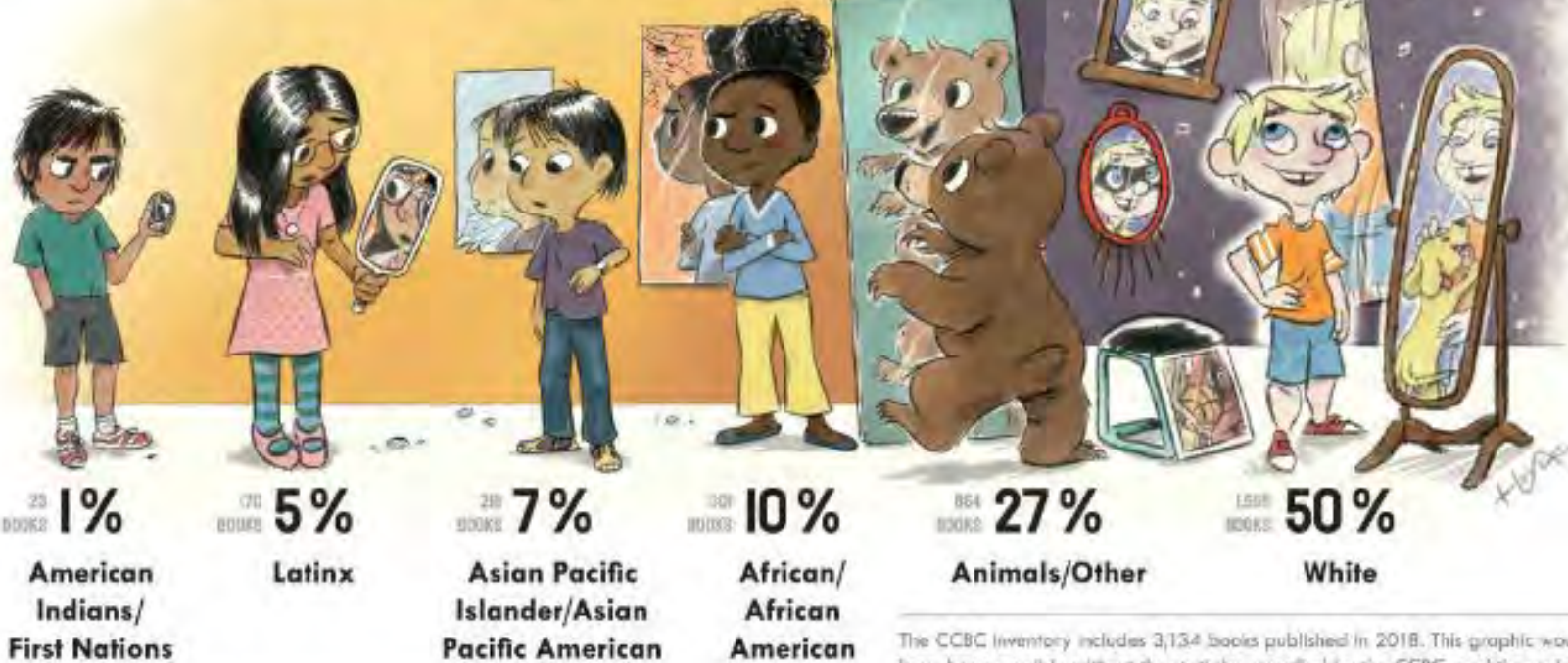
Illustration by David Huyck, in consultation with Sarah Park Dahlen
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How much do you think this has changed in the past two years?

Four Core Goals of Anti-Bias Education

Identity

Diversity

Justice

Activism

Derman-Sparks & Edwards (2019). Young Children

Identity

Helping children feel strong and proud of who they are and comfortable within their home culture and school culture.

Derman-Sparks & Edwards (2019). Young Children

Diversity

Helping children recognize, celebrate, and have the words to describe how people are the same and how they are different.

Derman-Sparks & Edwards (2019). Young Children

Justice

Helping children learn empathy and fairness and learn to solve problems.

Activism

Helping children learn to

speak up when they see

things that are wrong.

Derman-Sparks & Edwards (2019). Young Children

Planning

Do I have anti-bias goals?

Are my plans inclusive?

Are any children left out?

Books

Are there any potential misunderstandings or stereotypes?

How will I find out and share accurate information?

What information do I need from families or to share with families?

Interactions

How will I manage unexpected comments or questions from children?

What if children say things to each other that I don't know how to address?

Framework for Anti-Bias Teaching

Entry points	Feeling	Thinking	Responding	Sharing
What are children, teachers, and families thinking about?	What feelings come up for you?	What might be meaningful to explore with the children?	How do you implement a curriculum that supports learning?	How do you share anti-bias learning by communicating process and outcomes?
Consider what you ■ See in children's play ■ See in the news ■ Hear families talking about ■ Think about yourself ■ Need to do to listen carefully to children and families ■ Might document to determine possible entry points	Consider how you ■ Feel initially ■ React initially ■ Respond based on your personal experiences ■ Feel about discussing a topic with children or families	Consider planning ■ Individually ■ With your team ■ With colleagues ■ By doing more research about a topic ■ By analyzing and reviewing documentation ■ Whether an issue feels appropriate to discuss with the program's children and families	Consider how you could ■ Respond in the moment ■ Respond long-term ■ Revisit or expand on the issue with children ■ Make topics accessible to children	Consider the ways you can share with ■ Children ■ Teachers (each other) ■ Families ■ Colleagues ■ The early childhood education field

"We can start talking about race even if we don't have all the answers. We can start talking about race even if we are afraid we will say the wrong thing. It is inevitable that we will make mistakes—that's a part of the process.

But if we commit to collectively trying to talk about race with young children, we can lean on one another for support as we, together, envision a world where we actively challenge racism each and every day. It starts one conversation at a time."

Raceconscious.org

Office of Head Start's Advancing Racial and Ethnic Equity Webinar Series

- Health Disparities: Responding with a Lens on Race and Ethnicity, September 17, 2020

Register here:

- https://eclkc.ohs.acf.hhs.gov/event/health-disparities-responding-lens-race-ethnicity

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