

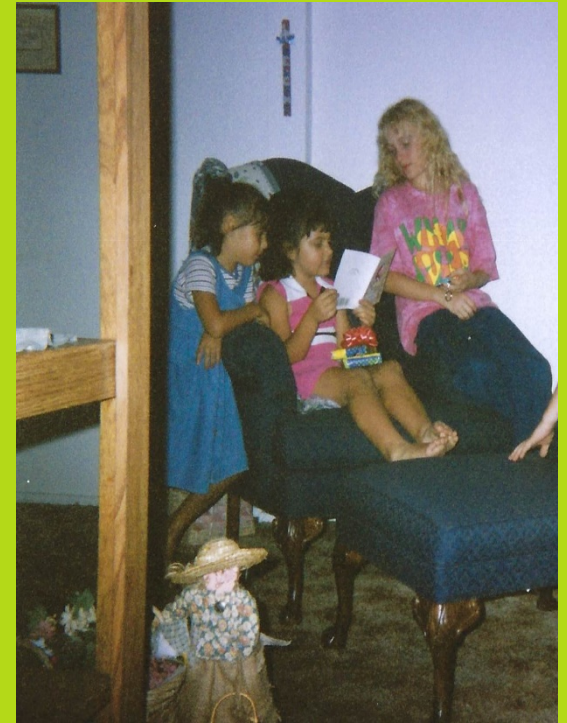
Anti-Bias Education: Connections, Respect and Inclusiveness in the Early Childhood Classroom

Dr. Judy Krause

Director of ECE, School of Education

Pacific Oaks College

Cousins & Kwanza



“Every child deserves to see herself in the classroom and evidence that her teachers understand what is important to her family.”
Louise Derman-Sparks

Culturally Responsive Practice

“Learn about each child and family and intentionally adapt and respond to each child’s strengths and needs” (Price & Steed, 2016)

There isn’t a one size fits all approach.

Recognize and address your own bias.

Pay attention to your classroom environment.
What message are you sending?

Honoring Children and Families

Questions families ask themselves:

- Will these people really know who my child is?
 - Will our family life be respected?
 - Will I be judged if my child misbehaves?
- (Curtis & Carter, 2007)



Image Courtesy Raye Family

Building Connections with each other

Look at your class as a classroom family.

Think of ways you can build connections with each other:

- Create a welcoming environment for everyone.
- Do we share anything in common?
- When a new child/family joins your classroom family, work together to find ways to welcome them.

Feel free to share how you build connections with each other in your classroom in the chat box.

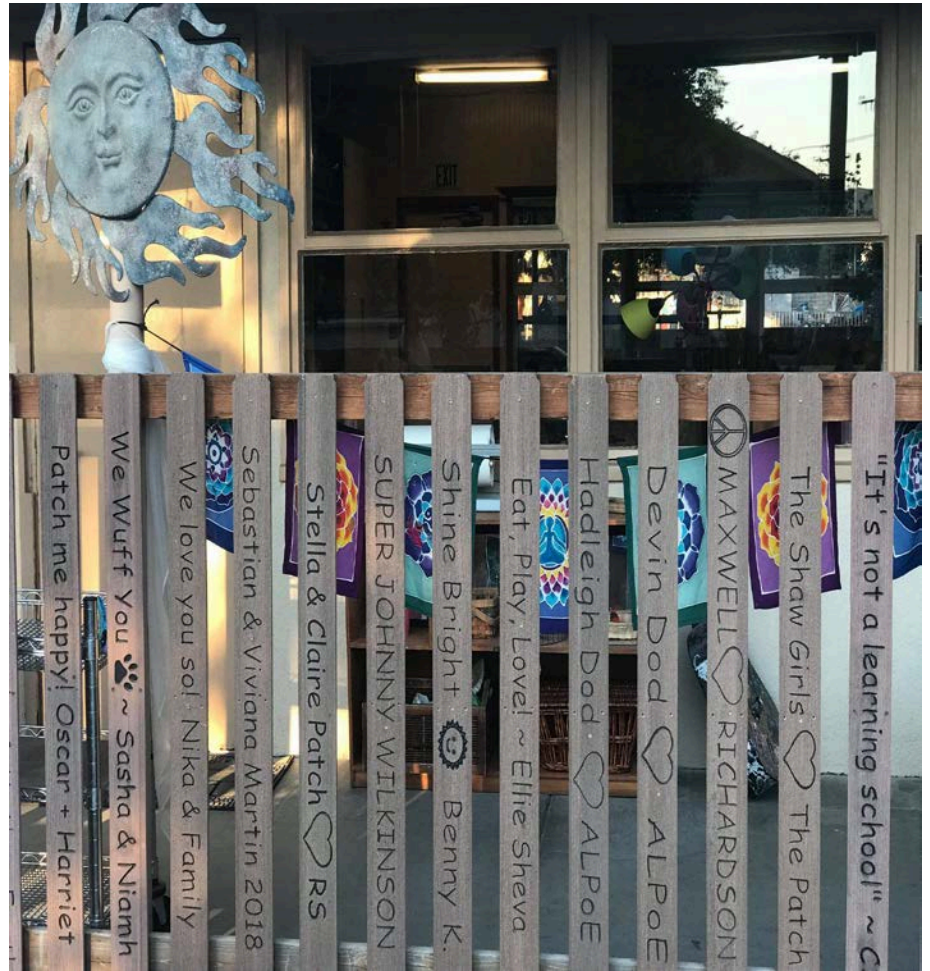


Image courtesy A Little Patch of Earth

Reflective Activity

Take some time to sketch a floor plan of a high-quality preschool classroom. It can be a classroom you have worked in, a classroom you have observed, your “dream” classroom.

This is your opportunity to create an ideal environment. It doesn't need to be fancy, just a sketch of what you would want to include.

Keep Children Connected to their Families

- Put a 1 in all the places where children's family life and culture are reflected and nourished

Feel free to share in the chat box these areas of your classroom



Dr. Krause's grandson, Savion Obnovi
Edward's Baptism

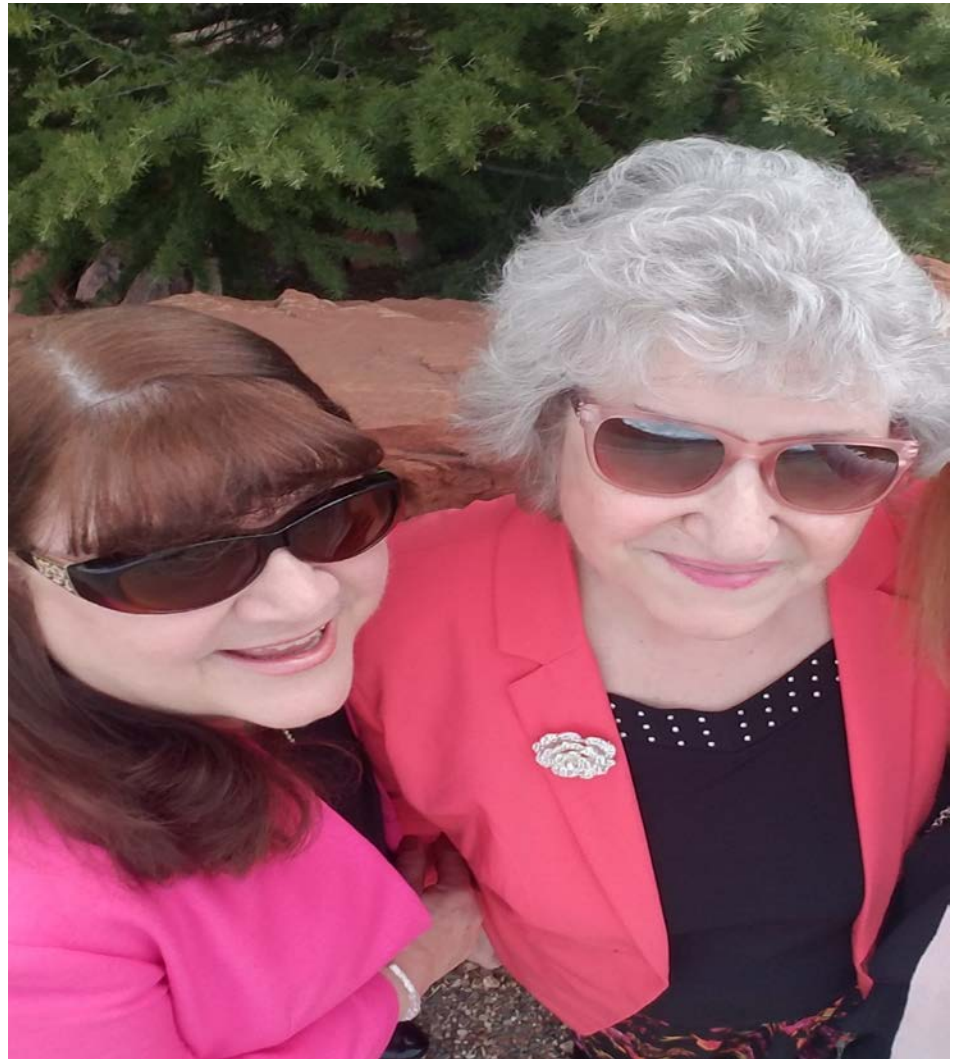
- Put a 2 in all the places where children can find comfort when they miss being with their families.
- Put a 3 in all the places that remind children that they will be reunited with their families.

Feel free to share these areas of your classroom in the chat box.

Connections Continued

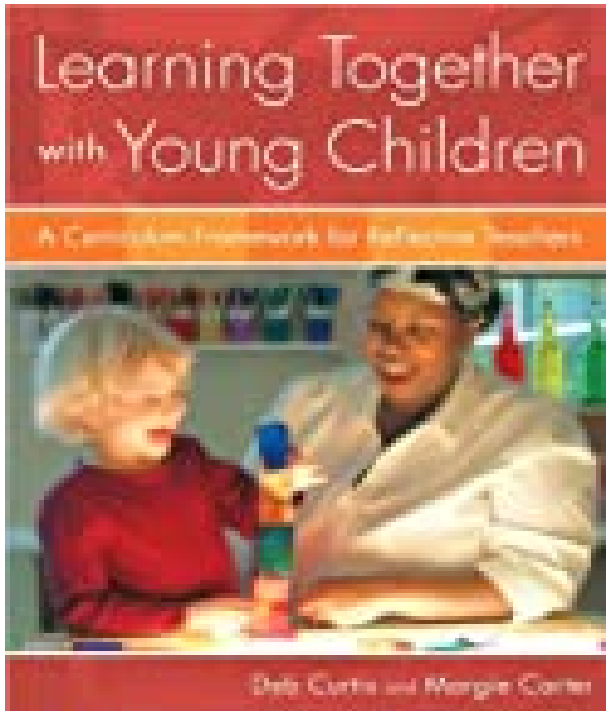
- Put a 4 in all the places that the children's family members feel at home, relaxed and respected in the room.
- Put a 5 in all the places where the children and their families can get to know more about and bond with you.

Feel free to share these areas of your classroom in the chat box



Dr. Krause and her mother, Kathy Krause

Make a Plan



I don't really have too many examples from my own classroom that keep children and families connected. What next?

Think about your environment, your daily routines; are there changes you want to make?

Brainstorm your ideas and then work on a plan to make it happen! Give yourself a timeline to keep yourself on track. Start with baby steps.

Activity taken from "Learning Together with Young Children: A Curriculum Framework for Reflective Teachers" by Deb Curtis and Margie Carter

Building Trust and Respect

When families first bring their children to school, it is a huge transition for both the parent and the child.

Imagine leaving your brand new car with a stranger to drive freely all day.

We can make this transition much smoother when we work to build respect and trust.

Think about ways that you can help the children and their families to get to know you.

What are some strategies you can use to get to know the children and families?



Social Justice Books

Louise Derman-Sparks has written a great piece on how to choose Anti-biased books on the Social Justice Books Webpage.

socialjusticebooks.org

She recommends we keep in mind the power of books. Both words and images can greatly impact a child's sense of self, as well as how they treat others.

Learning about Family Structures

“Loving Me” by Debby Slier

Written in Hopi and English, this board book contains some great photographs of Hopi families.

“Heather has two Mommies” by Leslea Newman

The reader is introduced to Heather and her mommies. On Heather’s first day of school the children read a book about a veterinarian which spark’s a discussion of what the children’s parent’s do. The children draw family pictures and discuss family structures in a relaxed, matter of fact atmosphere.

“The Big Bed” by Bunmi Ladit

A little girl comes up with a great solution for Daddy to sleep on a cot, so she can sleep in the big bed with her Mommie. She reminds him he has a mommie, Grandma. The illustrations depict an African American Family, that any child can relate to.

Developmentally Appropriate Practice:

A framework of principles and guidelines for best practice in the care and education of young children, birth through age eight.

Source: Developmentally Appropriate Practice in Early Childhood Programs Serving Children
Birth through Age 8 By: Carol Copple and Sue Bredekamp

Being Intentional



Image Courtesy Pacific Oaks Children's School

Good teachers are intentional in everything they do: Setting up the classroom, planning curriculum, making use of various teaching strategies, assessing children, interacting with them and working with their families.

Source: Developmentally Appropriate Practice in Early Childhood Programs Serving Children
Birth through Age 8 By: Carol Copple and Sue Bredekamp



Image Courtesy Little Patch of Earth Preschool

Relationships

While we often focus on curriculum and environment in regards to DAP, we need to keep in mind that relationships are the “glue” that binds it all together.

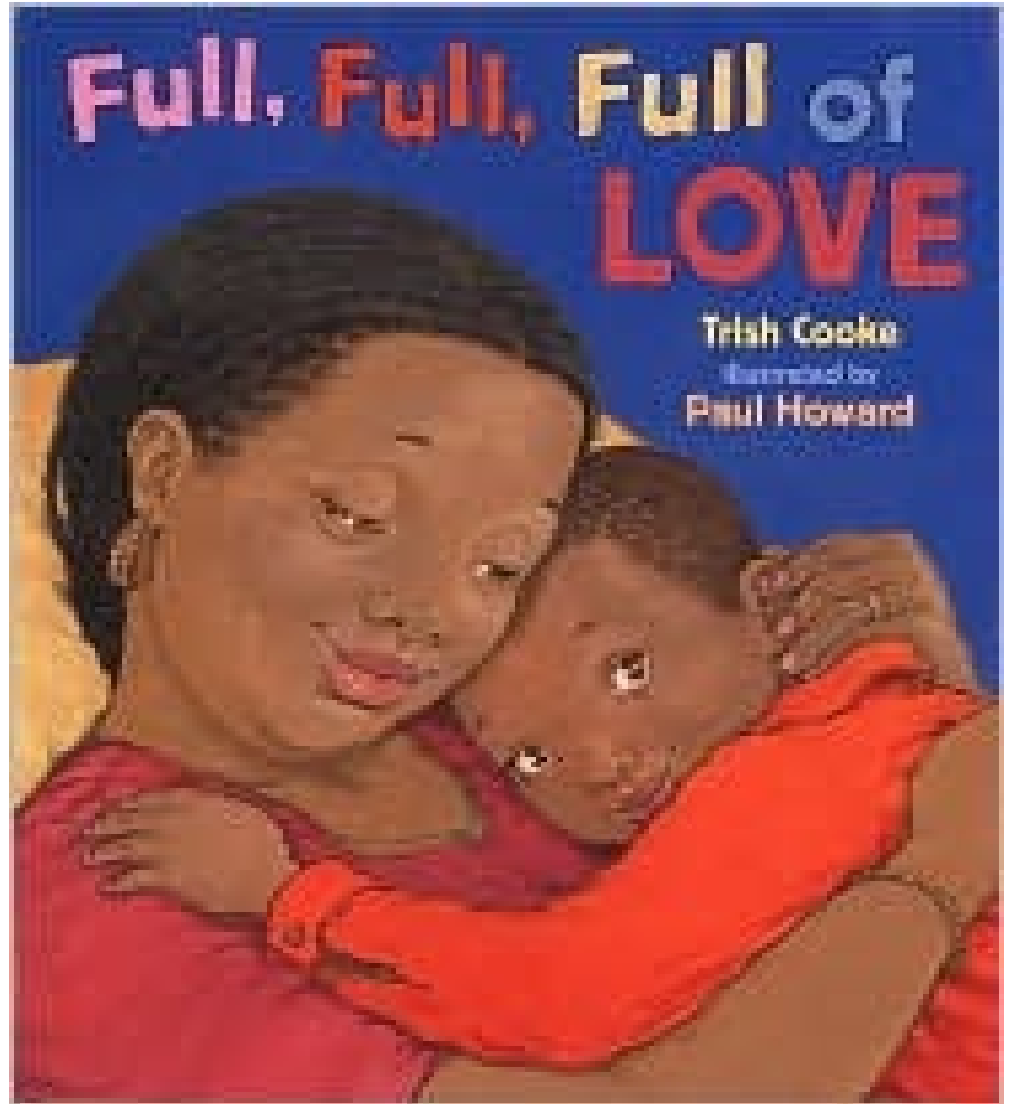
Brainstorm

Consider the standard
“Relationships”

- What can a classroom teacher do (especially at the beginning of the school year) to build relationships?

Building
Relationships

SHARE
OUT



The Four Elements of Connection



Dr. Krause's granddaughter Sadie Moon

Dr. Becky Baily discusses four critical elements of connection:

- Eye Contact
- Presence
- Touch
- Playfulness

consciousdiscipline.com

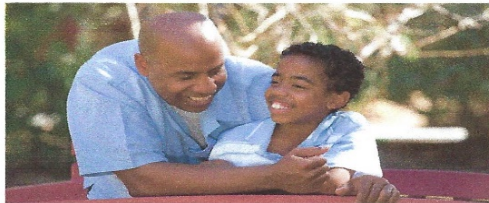
Connection Requires Four Critical Elements:

Eye Contact



Get down on the child's level to achieve **eye contact** for a brief moment. When eyes meet, a wireless connection is created between the orbital frontal areas of the prefrontal lobes. From this connection, we download inner states into one another. The eyes contain nerve projections that lead directly to key brain structures for empathy and matching emotions. As soon as you have eye contact, download calm, "There you are. You're safe. Breathe with me. You can handle this." "Mirror neurons ensure the moment someone sees an emotion on your face, they will at once sense the same feeling within themselves."
- Daniel Stern

Presence



Being present in the moment means your mind and body are in the same place. Your mind is free from chatter. You are still enough to see the beauty in the child. Presence is about acceptance as we join together to share the same moment. The present moment is where joy lies. Relax into it.

Touch



Touch is the only sense we cannot live without. The skin and brain are made up of the same embryonic tissue. The skin is the outside layer of the brain. Touch creates a hormone that is essential to neural functioning and learning. If we want smart, happy kids, then we need to provide more appropriate, caring touch.

Playfulness



Playfulness helps build bonds and creates a biochemistry in the brain for dopamine. Dopamine says, "Pay attention, stay focused." Playful situations strengthen the dopamine system, increase attention spans and boost social development.



ConsciousDiscipline.com © Loving Guidance, Inc.

I Think You're Wonderful

Chorus:

I think you're wonderful
When somebody says that to me
I feel wonderful, as wonderful can be
It makes me wanna say
The same thing to somebody new
And by the way I've been meaning to say
I think you're wonderful, too

When we practice this phrase in the most honest way
Find something special in someone each day
We'll lift up the world one heart at a time
It all starts by saying this one simple line



Chorus

When each one of us feels important inside
Loving and giving and glad we're alive
Oh what a difference we'll make in each day
And all because someone decided to say...

Red Grammer,
Teaching Peace

Chorus

What is Anti-Biased Education?

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.

(Derman-Sparks & Edwards 2010)

Stereotypes

Professor Derman-Sparks defines a stereotype as “an oversimplified generalization about a particular identity group (e.g., gender, race, ethnicity, class, sexual orientation, ability/disability), which usually carries derogatory, inaccurate messages and applies them to ALL people in the group” (Derman-Sparks, 2013, para. 3)



Image Louise Derman-Sparks courtesy
teachingforchange.org

Color Blind Approach

- “I don’t see color”
- Everyone is the same
- Mindset that children don’t see differences; if we don’t talk about them, then children won’t notice
- The belief that if we bring up differences, then it will cause children to be prejudice
- It’s ‘safe’

A Social Justice Approach: Anti-Biased Education

Helps children learn:

- To be proud of themselves and their families,
- Respect a range of human differences
- Recognize unfairness and bias
- Speak up for the rights of others (Derman-Sparks & Edwards 2010)

Goals of Anti-Biased Education

Goal 1: Identity

Teachers will nurture each child's construction of knowledgeable, confident, individual personal and social identities.

Children will demonstrate self-awareness, confidence, family pride, and positive social identities.

Goal 2: Diversity

Teachers will promote each child's comfortable, empathetic interaction with people from diverse backgrounds.

Children will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.

Goals Continued

Goal 3: Justice

Teachers will foster each child's capacity to critically identify bias and will nurture each child's empathy for the hurt bias causes.

Children will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.

Goal 4: Activism

Teachers will cultivate each child's ability and confidence to stand up for oneself and for others in the face of bias.

Children will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions (Derman-Sparks & Edwards, 2019)

Anti-biased Education

Goal 1: Identity

Goal 1: Identity Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.

We already talked about some ways to help build relationships and connections

Let's dig a little bit deeper. Think about how you help each child to demonstrate self awareness and confidence.

How can we foster family pride and positive social identities with the children in our group.

Share your ideas in the chat box

What is anti-bias education?

Anti-bias education is a way of teaching that . . . 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.

(Derman-Sparks & Edwards 2010)

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What's in a Name?

Judith Anne - - - Judy

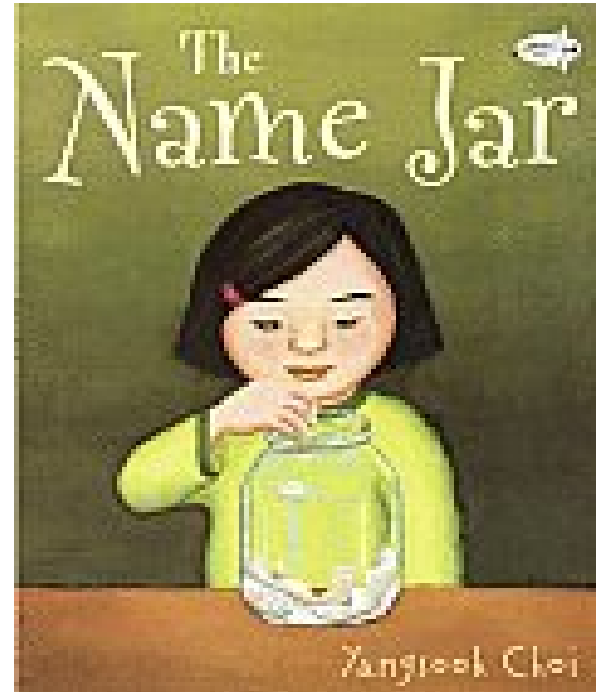
Carissa - - - Clarissa - - - Theresa

Ivan - - - Spanish or English or ?

Timmy - - - Guy Timothy- - - Guy T. DeMarco - - -
G. Timothy DeMarco

Goal 1 Continued...

“The Name Jar” by: Yangsook Choi A young Korean girl begins her first day of school in America. Fearing her classmates will not be able to pronounce her name, she takes suggestions for a new American name in the name jar. She tries a few out and realizes her name is perfect and she teaches her new friends to pronounce it YOON-HEY



It's all in a name...
Shaping our identity

Why do you Walk Funny?

“Shh, don’t say that too loud”

“What’s wrong with him ”

“Where is her other arm”

There’s a belief out there that we should only focus on what’s the same amongst people---that we shouldn’t talk about differences, it will lead to prejudice.

“Children learn prejudice from prejudice; not from learning about human diversity. It is how people respond to differences that teaches bias and fear” (Derman-Sparks & Edwards, 2019, para. 6).

Goal 2: Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.

That's not Fair!

Goal 3: Justice Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.

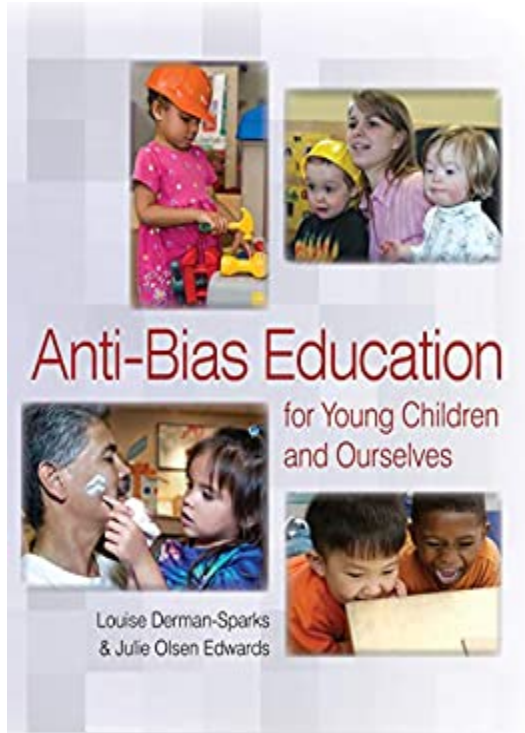
Share your ideas of what you can do to help children to recognize what is fair and how to help them understand that unfairness hurts.

Tying it all Together

Goal 4

Activism---Empowerment

Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions



THANK YOU!

Dr. Judy Krause
jkrause@pacificoaks.edu

