

# **Who is in Your Classroom? Diversity and Inclusion**

**Facilitated Discussion**

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**Host: Joanie Oliphant**


**Staying Connected Virtual Session  
Early Educator Support Office UNC-Charlotte**

## **Zoom Etiquette and Staying Connected Series Announcements**

- Mute yourself when not talking so we don't all hear each other's background noises
- Try not to talk over others (it's easy to do with this platform)- to assist with this, physically raise your hand if you have your video on, or use the "raise your hand" feature in the chat box
- If you have access to the video feature, please turn it on so we can all see one another. Seeing faces really helps to strengthen our connection.
- Keep conversation open and real - let's plan on this hour to be a sharing of information that is as positive as possible.
- After the Staying Connected Series is completed, we will send completion certificates for all attended sessions to you in one email. Powerpoint slides and session recordings will be found on our website.



Let's  
talk

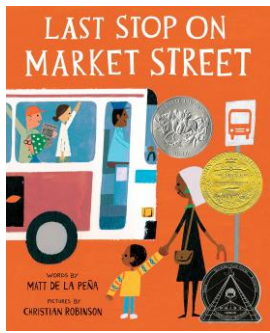


*What will your  
end of year  
transitions look  
like this year?*



Who is in your  
classroom?

What are ways they  
have been  
represented in the  
classroom and now  
with online  
learning?



Using the book *Last Stop on Market Street* by Matt de la Peña find as many types of diversity as you can in the illustrations from the book.



# What does diversity mean to you?

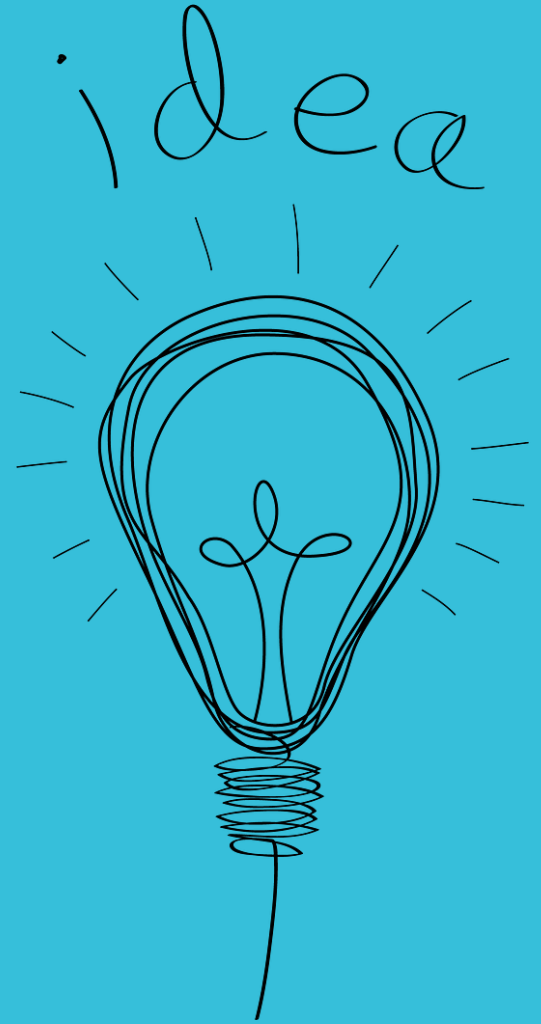




Variation among **individuals**, as well as within and across **groups of individuals**, in terms of their **backgrounds** and lived **experiences**. These experiences are related to **social identities**, including **race, ethnicity, language, sexual orientation, gender identity and expression, social and economic status, religion, ability status, and country of origin**.

- NAEYC Diversity Definition

Had any  
'aha'  
moments?





# What does inclusion mean to you?

## Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

## Equity



**Everyone gets the supports they need** (this is the concept of "affirmative action"), thus producing equity.

## Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.



## **NAEYC Inclusion Definition**

Inclusion- Embodied by values, policies, and practices that support the right of every infant and young child and their family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society.

The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to help them reach full potential.

Although transitional focus on inclusion has been addressing the exclusion of children with disabilities, full inclusion seeks to promote justice by ensuring equitable participation of all historically marginalized children.

# Inclusion

- Person-first language -Must see the “**child first**” before the disability
- Membership, **belonging and connection**, family, community and society
- Positive **Social Relationships, Attitudes and Friendships**
- **Development and Learning** to reach full potential
- Peer role models for academic, social and behavior skills
- Meaningful **participation** in community
- **Access and equitable learning opportunities** to culturally sensitive curriculum
- Intentional and effective **collaboration and teaming of support** systems



- Evidence based **differentiation and individual instruction** and practices
- Uses each child and family’s **strengths and interest**
- High expectations for **ALL** young children

**eq·ui·ty** *ek-wi-tee*, noun.

Just and fair inclusion. An equitable society is one in which all can participate and prosper. The goals of equity must be to create conditions that allow all to reach their full potential. In short, equity creates a path from hope to change.



# Resources

Early Educator Support UNC-Charlotte Teacher Resource Page

<https://ceme.uncc.edu/early-educator-support-licensure-and-professional-development-eeslpd-office/eeslpd-teacher-o>

*What If All The Kids Are White? Anti-bias Multicultural Education.* Derman-Sparks, Louise and Ramsey, Patricia. 2011.

## **Mentor Minute Articles – Published by Early Educator Support Office**

December 2018 Promoting an Inclusive Classroom Community

<https://ceme.uncc.edu/sites/ceme.uncc.edu/files/media/December%20Mentor%20Minute.pdf>

February 2019 Community Connections

<https://ceme.uncc.edu/sites/ceme.uncc.edu/files/media/Mentor%20Minute%20Feb.%202019-FINAL.pdf>

January/February 2020 Embracing Diversity in an Early Childhood Classroom

<https://ceme.uncc.edu/sites/ceme.uncc.edu/files/media/M.M-%20Jan-Feb%202020.pdf>

# Resources

*Every Child Belongs: Welcoming a Child with a Disability.* Pamela Brillante 2017  
National Association for the Education of Young Children.

*Eliot-Pearson Children's School: Building an Inclusive Community and Pursuing Social Justice.* November 2019 National Association for the Education of Young Children.

NAEYC Position Statement; Advancing Equity in Early Childhood Education.  
April 2019 National Association for the Education of Young Children.

<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/naeycadvancingequitypositionstatement.pdf>

**Thank you  
for your  
participation!**

