

*Roots & Wings* by Stacey York

Discussion of Chapter 9

Theory to Application

How can we take the anti-bias concepts and activities learned during our book study to our teachers?

Here are concrete ideas shared by the four Community of Practice groups during meetings June 15-18, 2021

Keep *Roots & Wings* with you on Mentor visits and Post Conferences. Use as reference, along with Foundations and the Resource Manual.

Share information with site administrators, many of whom are passing out commercial diversity pictures that focus on stereotypes. Help them understand the importance of materials that have meaning for the children.

Challenge teachers to address their own thoughts, biases. Encourage self-awareness. Ask, "What does it mean to have cultural awareness? What is bias? What is inclusion?" Identify teacher's stage of cultural awareness and go from there.

Incorporate easy ways for teacher to meet the four goals of the activities in chapter 9. Using materials and books is a great place to start.

Ask, "Are you intentional about planning for an anti-bias curriculum? Are you leaving anyone out when planning?"

Ask, "How can we authentically incorporate the ideas presented with your unit of study?"

- Using a box on lesson plans to show intentionality in planning for diversity and awareness.
- Idea – go deeper with the Family Tree. When doing Building study, add pictures of family homes. Pet study, add family pet, Ball study, add sport or game family likes to play, etc.

As evaluator, suggest ideas to mentor to present to teacher.

Refer to the Creative Curriculum language survey.

Ask teachers how they can make diversity more personal than the random posters, babies and block people they have to represent different cultures.

Children need to see themselves in their environment in order to be successful. Introduce a video from *Roots & Wings*, perhaps small group discussions. Teachers enjoyed the videos from the virtual Guided Observation and would enjoy these also.

Look at [embracerace.org](http://embracerace.org)

Ask, “I saw some posters and baby dolls in your classroom representing diversity of cultures, what else are you doing?” Lead into certain chosen pages or activity from *Roots & Wings*.

Page 141 – Family Information Form. Great resource to share, either as is, or shortened.

Page 315 – Great questions to ponder before getting the conversations started with teachers.

Page 185 – start conversations with teachers by encouraging a positive attitude toward diversity.

Pages 231-32 – share especially with teachers who think that their class is homogenous, having no diversity. Shows unique differences exist.

Page 188 - During ECERS planning, help teacher to look at centers.

Remember the importance of teachers advocating for their families. Some families don’t know how the educational wheel turns, or have had negative experiences themselves.

Help teachers to see diversity more holistically. What does “embracing diversity” (from Standard II), look like? Have everything you do, plan, reflect, show intentionality.

Share NAEYC’s new DAP guidelines with teachers. Classrooms need to be equitable for all children. Use *Roots & Wings* for guidance.