

FACULTY FINDS

DO YOUR STUDENTS Learn About Selecting and Using Children’s Books in Your Courses?

If yes, you may want to explore the resources from the SCRIPT-NC August webinar on using children’s books to support identity, equity, and inclusion. Here are some of the webinar materials you can repurpose in a course.

- A handout that highlights ways to use children’s books to promote inclusion, options for selecting and using children’s books, and ideas for incorporating children’s books in different courses to advance diversity, equity, and inclusion.
- A checklist for students to use in selecting books for young children that build equity and inclusion.
- A set of PowerPoint slides with examples of different books for young children and how they may be used as part of courses.

Using Children’s Books to Support Identity, Equity, and Inclusion

<https://scriptnc.fpg.unc.edu/scriptnc-2021-webinar-using-childrens-books-support-identity-equity-and-inclusion>

Children’s Books Checklist

<https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Childrens%20Books%20Checklist%20FINAL.pdf>

ARE YOU INTERESTED in Increasing the Emphasis on Trauma-Responsive Practices in Your Courses?

Adverse Childhood Experiences or ACEs is one of the most widely used terms when discussing the traumatic events that occur in childhood (0-17 years) such as experiencing violence, abuse, or neglect. This webinar will unpack what’s important to know about ACEs and share examples of how to integrate opportunities for students to learn and practice this content across different course offerings and field experiences. The webinar will be held on **Tuesday, November 9, from 2:00 – 3:00 PM Eastern.**

Register at

https://unc.zoom.us/webinar/register/WN_sk_1IS6jQnGPEesvDveBGA

COULD YOU USE Ten Strategies to Explicitly Support Emphasis on Diversity, Equity, and Inclusion?

A September EarlyEdU webinar included a handout with ten strategies faculty and PD providers can use to explicitly incorporate emphasis on diversity, equity, and inclusion in their courses/presentations.

Explicit and Intentional webinar resources

<https://www.earlyedualliance.org/discover-resources/> (HINT: Scroll down to EarlyEdU Alliance Highlight Webinar Series/September 2021)

WHAT ABOUT a Learning Toolkit for Multilingual Learners, Ages 3-9?

This resource provides an online hub for instructional strategies, research-based principles, and resources for educators who teach or will teach multilingual learners. Users are able to click on **Starter Guide** for an overview of the site and the foundational principles around which it is organized or select **Strategies & Resources** to access information that is sorted by domains of development (e.g., what is it important to know to support the social and emotional health and development of young multilingual learners. It’s also possible to **Search** to find resources in a format (e.g., video) to find lots of examples or on a topic (e.g., code switching).

Multilingual Learning Toolkit

<https://www.multilinguallearningtoolkit.org/>

ARE YOU DISCUSSING Upcoming Funding Priorities for Early Childhood Education with Students and Staff?

Have you been seeing news flashes that predict millions that will be available for young children through Build Back Better and other upcoming initiatives? These flashes offer great opportunities to strategize with students. Imagine a discussion, or assignment, in which students or teachers, envision their priorities if they were in charge of a new influx of funds. Here are some resources to help you shape the conversations.

- Resources like this posting (An 11-fold increase in childcare numbers? Fact Sheets like the July 2021) from CLASP (The Center for Law and Social Policy) can be great jumping off points for discussing options with students and staff. <https://www.clasp.org/publications/fact-sheet/child-care-and-early-learning-proposal-could-serve-827-million-more-young>
- New America recently shared a document that highlights key questions they want to ask about new money and new expenditures. How will quality be defined? What professional development is needed? Take a look at this great jumping off point and discuss locally, regionally, and state-relevant priorities. Imagine asking students or staff about their questions, priorities, and how to target new resources.

Child Care and Early Learning Proposal Could Serve 8.27 Million More Young Children – an 11-fold Increase
<https://www.clasp.org/publications/fact-sheet/child-care-and-early-learning-proposal-could-serve-827-million-more-young>

Federal Investment in Early Education is on the Horizon. Here are Our Questions.
https://www.newamerica.org/education-policy/edcentral/afp-questions-cc-upk/?utm_medium=email&utm_campaign=EdCentral%20623&utm_content=EdCentral%20623+CID_8e04a418b363a1d209db9a577d6b01de&utm_source=Campaign%20Monitor%20Newsletters&utm_term=Federal%20Investment%20in%20Early%20Education%20is%20on%20the%20Horizon%20Here%20Are%20Our%20Questions

WANT A NEW ANGLE on Authentic Family Engagement?

Here are a few recent resources that can support efforts by faculty and programs to enhance efforts to support each and every family.

- **Four Perspectives on Preparing Educators to Engage Families and Communities**

The authors of this blog set out to identify effective ways in which educator preparation programs are preparing teacher candidates to effectively engage with the families and communities they will eventually serve. With equity and social justice at the forefront, they interviewed four leaders in the field. The blog shares the results of those interviews, emphasizing practices that build strong community partnerships, commitment to learning with and from families, and more.


Four Perspectives on Preparing Educators to Engage Families and Communities
https://nafsce.org/page/4PerspectivesonEdPrep?fbclid=IwAR3eUWvXj-hu8EjK5yzH8rTOFTb1UU31SjXALs9IKPHs_HuTcV4xudWzzJA

WANT NEW IDEAS for How to Incorporate STEM Content?

Join the learning at the virtual STEMIEFest on October 4-8, 2021. Discover practice-focused sessions on storybook conversations, sessions by STEM experts on key strategies for early science and engineering learning, a book reading and discussion with Ken Wilson-Max, author of *Astro Girl*, panel discussions with families and individuals with disabilities who are STEM professionals, music video segments, and much more! **Here's an idea:** Assign specific sessions as additional credits or class assignments for your students. Have them participate in the session, write a reflection on what they have learned or would like to try out, and share those ideas on a discussion board.

STEMIEFest

Register for all sessions and resources at no charge at
<https://events.hubilo.com/stemiefest-2021/home>

Here are some upcoming opportunities from 

EarlyEdU Alliance Highlight Webinars, October + November 2021

Two-part faculty/trainer professional development webinar series!

October 7, Part One: Cultivate the EarlyEdU Approach: Take a peek inside our free, self-paced, online course designed to help enrich implementation of the EarlyEdU approach and discover resources to boost teaching and training skills. Webinar host Katie Emerson-Hoss and course facilitator Katie Miller will show you how the course is structured and the available resources. You also will hear conversations among faculty and trainers across the country who effectively use video, provide useful formative feedback, and optimize collaborative learning in virtual and in-person classrooms. This webinar is part one of a two-part series (see below).

November 4, Part Two: Teaching Online with Confidence! Let's dive into teaching online and our newest faculty professional development offering. From modules covering online communications and time management, to designing for equity and inclusion, faculty and trainers from across the country are using this course to complement the EarlyEdU online courses and enhance their online teaching. Join webinar host Katie Emerson-Hoss and course facilitator Katie Miller, to dig into the course and highlight the resources available to you and your organization!

[Register for the webinars.](#) After registering for one or both webinars, you will receive a confirmation email containing information about joining the webinar(s).

Part One: *Cultivating the EarlyEdU Approach*

Date: Thursday, October 7, 2021

Time: 10–10:30 a.m. PT / 1–1:30 p.m. ET

Part Two: *Teaching Online with Confidence*

Date: Thursday, November 4, 2021

Time: 10–10:30 a.m. PT / 1–1:30 p.m. ET

Join Now! EarlyEdU Faculty Community of Practice

Alliance faculty are invited to join the EarlyEdU Faculty Community of Practice to share innovations and ideas, grapple with challenges, and learn from and offer support to experienced colleagues of the early childhood education workforce. The Faculty Community of Practice meets live approximately nine times a year for a facilitated discussion of pertinent topics such as online teaching, formative feedback, and collaborative learning. Faculty are encouraged to continue conversations and exchange information on our Slack channel. For more information on joining the Faculty Community of Practice, log into the [members portal](#) or email info@earlyedualliance.org.

A Few Words About Faculty Finds

Faculty Finds is distributed six times per year. Each issue focuses on early childhood content resources, instructional resources, and information about the effective preparation of early childhood and early childhood special education professionals. All resources are free. Sign up to receive Faculty Finds every other month at <http://eepurl.com/ggHi3j>

Faculty Finds is compiled by Camille Catlett with support from the EarlyEdU Alliance. All or part of Faculty Finds may be freely shared or copied. Past issues of **Faculty Finds** are archived at <https://www.earlyedualliance.org/modules-and-more/> To suggest resources/topics or provide feedback, please contact Camille (camille.catlett@unc.edu).

