

# FACULTY FINDS

## Families as Partners in Personnel Development

Do you share family stories, vignettes, personas, and examples in your teaching and professional development (PD) work? One powerful option for promoting learning about and development of family-centered and family engagement practices is to partner with actual families. The Early Childhood Personnel Center (ECPC) has developed a set of tools to support the use of family members in teaching, training, and leadership. For example, they've created a toolkit to help families think about their stories and develop and share them in effective ways. All tools are available to download at the ECPC site.

For a one-page overview of all the ECPC family resources, go to [https://ecpcta.org/wp-content/uploads/sites/2810/2021/01/22-029-ECPC-Tools-to-support-families-InfoGraphic\\_3.17.22.pdf](https://ecpcta.org/wp-content/uploads/sites/2810/2021/01/22-029-ECPC-Tools-to-support-families-InfoGraphic_3.17.22.pdf)

## Preparing Students to Welcome, Learn About, and Learn From Families

Under the leadership of Editor in Chief Annie Moses, a former early childhood faculty member, NAEYC's *Young Children* has become a strong resource for faculty. The Winter 2022 issue focuses on families, and features articles on developing emergent curriculum with families, culturally responsive approaches to tinkering and engineering, welcoming Black dads, exploring families' language practices, and more. Articles consistently reflect the core considerations of developmentally appropriate practice and the values of diversity, equity, and inclusion. Each issue of *Young Children* includes some articles that are available online to the public and others that are only accessible to NAEYC members.

For an overview of the resources in the Winter 2022 issue of *Young Children*, go to <https://www.naeyc.org/resources/pubs/yc/winter2022>

## ADVANCE NOTICE: Early Childhood Faculty Professional Development Opportunity: May 16-18, 2023

The Inclusion Institute is an annual 3-day professional development opportunity organized by the Frank Porter Graham Child Development Institute and held in Chapel Hill, NC. The conference typically sells out shortly after it is announced. For the first time, the 2023 Institute will include a track for early childhood faculty and PD providers. Offerings in the track will include a preconference session, concurrent offerings led by national experts, peer discussions, and individualized technical assistance. You're getting this news before there is even a registration page so you can **pencil in the dates and consider joining national and international colleagues for this opportunity.**

To learn more about the Inclusion Institute, visit sessions from past Inclusion Institutes at <https://inclusioninstitute.fpg.unc.edu/>

Questions? Email [camille.catlett@unc.edu](mailto:camille.catlett@unc.edu)

## Resources for Emphasizing Diversity, Equity, and Inclusion in Your Courses

Throughout the fall 2022 semester, diverse early childhood faculty members in PA participated in Zoom sessions and exercises designed to support explicit and intentional emphasis on diversity, equity, and inclusion in their courses. The resources that supported this sequence of Targeted Technical Assistance (TTA), including the Zoom session recordings and PowerPoints, articles, videos, websites, and more, are available on a [Wakelet](#) compiled by the TTA designers, Camille Catlett and Toni Miguel.

Explore all the Targeted TA resources related to diversity, equity, and inclusion at <https://wakelet.com/wake/o0OQkYXgzgzE1aXdZAVIm>

### Some Thoughts About Leadership Challenges Faced by Women

In addition to preparing future early childhood educators to support children and families, faculty and professional development providers have a large role in supporting those educators, most of whom are women, to take on leadership roles in our field. This thought-provoking TED Talk by documentarian Robin Hauser dives into the dilemma between competence and likability faced by women in leadership roles. Consider sharing this video with your students and talking with them about detangling unconscious beliefs and gendered thinking that can distort what it means to be a good leader.

#### The Likability Dilemma for Women Leaders

<https://www.youtube.com/watch?v=T214tus05hl>

### Critical Practices for Anti-Bias Education

This guide offers practical strategies for creating spaces where academic and social-emotional goals are accomplished side by side in ways that are relevant to both faculty/instructors and early childhood students. It provides advice for implementing culturally responsive pedagogy. It describes how teachers can bring anti-bias values to life by building and drawing on intergroup awareness, understanding and skills. It also highlights instructional strategies that support diverse learning styles and allow for deep exploration of anti-bias themes. The content is organized in four sections: instruction, classroom culture, family and community engagement, and teacher leadership. Faculty: consider this as a resource to inform your teaching and a guide to support your interactions with future early childhood educators

#### Download Critical Practices for Anti-Bias Education at

<https://www.learningforjustice.org/sites/default/files/2021-11/LFJ-2111-Critical-Practices-for-Anti-bias-Ed-November-2021-11172021.pdf>



### What are YOU Looking For?

A speech-language pathologist recently asked for examples that can help both educators and therapists to learn how to effectively address IFSP and IEP goals within the classroom setting. Knowing terms like *embedded instruction* and *integrated therapy* is a start, but here are some more specific examples that may be helpful.

Start by watching [Routine in a program – reading at circle time](#) to see how a speech-language pathologist and a teacher have teamed up to support Jacob and his friends in learning together.

Then watch [Routine in a program – rolling with friends](#) to see an example of how a physical therapist is able to provide a fun group activity in which all children are participating and providing models, instead of pulling Jake out for therapy.

And then explore the activities, handouts, video and audio clips, and research findings in [CONNECT Module 1: Embedded Interventions](#).

#### Routine in a program – reading at circle time

<https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-16/>

#### Routine in a program – rolling with friends

<https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-12/>

#### CONNECT Module 1

<https://connectmodules.dec-sped.org/connect-modules/learners/module-1/>

### Strong Foundations: Promoting Diverse and Inclusive Preschool Settings

In the nearly 70 years since the U.S. Supreme Court's landmark anti-segregation ruling in *Brown vs. Board of Education*, America's K-12 and higher education settings have become more richly diverse. But the same is not always true of American preschool classrooms, where a number of factors – including those set within public policy – contribute to more ethnically, racially, and socioeconomically diverse classrooms. This report explores and defines diversity across multiple dimensions, points to the benefits of diversity and inclusion for all children, and offers policy considerations for faculty and other leaders seeking to promote the creation of such classrooms. Consider how this resource could challenge and inspire your adult learners as part of their conversations, activities, and assignments.

**Strong Foundations: Promoting Diverse and Inclusive Preschool Settings**  
<https://hunt-institute.org/wp-content/uploads/2022/06/Strong-Foundations-Promoting-Diverse-and-Inclusive-Preschool-Settings-2022.pdf>

The EarlyEdU Alliance is thankful for our members, the early care and education workforce, faculty, and stakeholders! The Alliance supports each individual, institution, and organization with **free** resources and a welcoming community. [Join the Alliance](#) today!

### Course Spotlight: Culturally Thriving and Socially Just Early Childhood Education

*Culturally Thriving and Socially Just Early Childhood Education* (available online and in person) supports in-service and pre-service early learning educators in providing a holistic instructional approach that meets the academic, cultural, and emotional needs of diverse learners at their developmental level. Participants in this course will begin by examining foundational concepts such as nature and nurture; culture and diversity; sociocultural processes; bias, prejudice, and discrimination; and the evolution of multicultural education. They will then engage in a guided journey toward implementing equity-driven approaches in their learning settings to promote academic achievement, emotional wellness, and healthy identity development within young children. A major emphasis of this course is self-awareness and reflection, as participants engage in activities and assignments to better understand their own identity, positionality, and teaching and wellness practices.

### EarlyEdU Live! Media Library and the Use of Video

Join this community forum to learn about the amazing assets in the Media Library: 2,200+ captioned videos of evidence-based teaching practices, interviews, and lectures (English, Spanish, and Somali subtitles); observation-length videos, 5, 10, 15, and 20 minutes in length; dual language strategy and Spanish language videos (with captions in Somali, Spanish, and English); professional development packages holding curated materials on specific topics; and much more! Learn how to best use this fantastic (and free!) Alliance resource.

• **Register Now:** January 24, 2023, 10 a.m.–11:15 a.m. PT/1 p.m.–2:15 p.m. ET

• **Register Now:** January 26, 2023, 3:30 p.m.–4:45 p.m. PT/6:30 p.m.–7:45 p.m. ET

### Team UP: EarlyEdU Member Support

The EarlyEdU faculty and member support team is here to provide one-on-one assistance and receive feedback from our members in EarlyEdU course content and materials, the dual language classroom, EarlyEdU Canvas or other learning management systems, faculty collaboration, and general membership.

### Visit EarlyEdU on LinkedIn

Stay current on EarlyEdU events and national issues at our [LinkedIn](#) page!

Learn more about this course and many others at <https://earlyedualliance.org/member-benefits/> (HINT: Scroll down to All EarlyEdU courses).

All courses are free to Alliance members affiliated with a teaching institution. [Join](#) the Alliance today!

Visit the [EarlyEdU Members Support](#) page to team up with an EarlyEdU specialist. Not a member yet? [Join today!](#)

### 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://earlyedualliance.org/discover-resources>. To suggest resources/topics or provide feedback, please contact Camille ([camille.catlett@unc.edu](mailto:camille.catlett@unc.edu)).