

FACULTY FINDS

New Video Resources to Support Your Work

• Video Demonstrations with Guiding Questions

Are you a faculty member or a professional development provider looking for video demonstrations with guiding questions? Or maybe you are a learner who would like guidance while watching video demonstrations. Look no further! STEMIE has recently launched a series of video demonstrations with guiding questions. Each example includes adaptations and teaching practices to support children who learn differently. The first two video reflections are:

- Mealtime <https://stemie.fpg.unc.edu/video-reflection-mealtime>
- Fun with Ramps – Supporting Children’s Understanding of Force and Motion <https://stemie.fpg.unc.edu/video-reflection-fun-ramps-supporting-children%E2%80%99s-understanding-force-and-motion>

• Eastern Connecticut State University (ECSU) Video Resources

The Center for Early Childhood Education at ECSU continues to generate valuable videos and guidance for using them. In a recent video, [Discussing Differences with Young Children](#), Dr. Theresa Bouley describes how teachers and caregivers can help young children build their comfort with difference and the vocabulary to talk about the differences they see. She also explains the importance of discussing and celebrating differences in the classroom to ensure that all children feel valued and safe.

• Natural Learning Initiative (NLI) Shorts

[Harvesting Collards](#) is the first in a series of 3-min YouTube videos illustrating children's interactions with early childhood outdoor play and learning spaces – in this example, gardening. Each film in the series will focus on physical activity and healthy eating. More videos are coming. The next one will feature warm season gardening, beginning with examining seeds and ending with preparing and eating the produce! A third series will focus on social-emotional development. A fourth will include all kinds of other serendipitous, unpredictable outdoor happenings. Please stay tuned!

Discover more STEMIE resources at <https://stemie.fpg.unc.edu/>

Explore the ECE video clip library and videos for courses at <https://www.easternct.edu/center-for-early-childhood-education/index.html>

Discover more NLI resources for supporting nature play and learning at <https://naturalearning.org/>

What is a High-Quality Curriculum?

Did you know that a committee has been convened by the National Academies of Sciences, Engineering, and Medicine to issue recommendations for creating “A New Vision for High Quality Pre-K Curriculum for Children Ages Three through Five”? The Committee, which is co-chaired by Dr. Sue Bredekamp and Dr. Linda Espinosa, will issue their final report in 2023. In the meantime, here is a way to use this evolving work.

Ask students (perhaps as part of a curriculum course?) to imagine that they have just been appointed to the Committee. Then, ask them to discuss or write about what they would advocate for as components of a high-quality Pre-K curriculum. Require them to site the evidence on which they base their recommendations and to also examine the extent to which their recommendations align with national frameworks (e.g., DAP).

Charge to the Committee and Members <https://www.nationalacademies.org/our-work/a-new-vision-for-high-quality-pre-k-curriculum#sectionWebFriendly>

What Makes the Early Childhood Field So Challenging?

Read the results of Lieny Jeon's research on the hardships of work in the early childhood field for yourself, then consider how you might use her findings to support your students as future educators. While this article chronicles both the physical and emotional challenges of work, it also offers some useful strategies. For example, imagine asking students to use sticky notes to write down and sort stressors within their control and outside their control. How might the results of this study support early childhood educators to target stressors, consider options, and achieve change.

Low Pay is Tip of the Iceberg for EC Educators' Hardships

<https://news.virginia.edu/content/study-low-pay-tip-iceberg-early-childhood-educators-hardships>

Do You Incorporate Art in What You Teach?

Whether the answer is yes or no, you should enjoy the resources at this website. The Smithsonian American Art Museum (SAAM)'s [collection of online teaching resources](#) and learning opportunities includes activities help young learners build skills in literacy, creativity, and communication using everyday materials, toolkits for using art to support social-emotional learning and development, and more. Many resources are available in English and Spanish.

SAAM Collections

https://americanart.si.edu/education/learn-from-home?fbclid=IwAR1oCAFRtmFyAP2X8xPIKa_g9eX_I6GqB-gaFUYGFpRfA5VnDxGXkuCjx8k

Nurturing All Children in Nature: Ideal Learning in the Natural World

Research has found that young children's experiences with nature can promote physical, cognitive, and emotional well-being. A [new report](#) outlines the short- and long-term benefits of connecting children to nature and how children are positively impacted. Program snapshots offer practical examples of how educators can strengthen access to nature experiences across a wide range of settings and in ways that meet children and families where they are. Consider these activities/assignments in your courses.

- Ask your students to imagine that it is a gorgeous fall day and that they will be taking a group of preschoolers for a walk through a lovely, wooded area. Now ask them to make a list of all the developmentally appropriate math concepts they could teach/explore with the children using only the naturally occurring materials in the woods. As part of the assignment, ask students to specifically address how they would adapt the learning for children with different languages, cultures, and abilities or what they would do differently for younger or older children.
- Pass out slips of paper to your students. Ask each student to write down a concept that they think would be hard to teach outdoors (e.g., shared book reading). Collect the slips of paper. Divide the students up into small groups (3-5). Ask each group to draw a slip of paper, then to think together about ways in which to address the outdoor learning challenge on their slip of paper. Debrief by having each group share their solution.

Nurturing All Children in Nature: Ideal Learning in the Natural World

<https://trustforlearning.org/wp-content/uploads/2023/04/TFL-IL-Practice-Nurturing-all-Children-in-Nature.pdf>

Resources for Supporting Advocacy in Early Childhood Educators

A key competency of NAEYC Standard 6, Professionalism as an Early Childhood Educator, is advocacy. Persist, Reform, Transform, Reframe is a new online article from Valora Washington and Elizabeth Spisich that offers four strategies, examples, and resources related to advocacy in our challenging and ever-changing field. BONUS: Advocacy is one of many important skills for early childhood leaders, present and future. If you'd like a free annotated collection of current, free resources on leadership in the early childhood field (articles, websites, videos, etc.), email Camille Catlett (camille.catlett@unc.edu) and ask for a copy.

Persist, Reform, Transform, Reframe

<https://exchangepress.com/files/2023/03/5027014.pdf>

EarlyEdU Live!

Integrating Outside and EarlyEdU Resources into Your Teaching The internet is exploding with information, some of which is especially useful if you can meaningfully integrate the relevant resources into your educational materials. Learn how other instructors do this without overwhelming their students. We will also peek at EarlyEdU for Inclusion, NAEYC, and Access, and... we have a surprise guest!

Register Now: April 25, 2023, 10 a.m.–11:30 a.m. PT/1 p.m.–2:15 p.m. ET

Register Now: April 27, 2023, 3:30 p.m.–4:45 p.m. PT/6:30 p.m.–7:45 p.m. ET

EarlyEdU Highlight Webinar

The New DEI (Diversity, Equity, Inclusion) Audit Tool! The EarlyEdU Alliance is determined to stop the perpetuation of inequality in early childhood education and to develop high-quality materials that honor and support the diversity of our early childhood educators, their students, and families. Join Cultivate Learning's, Eliana Medina, Associate Director of Integrated Learning, and Maria Eugenia Alvarez, Biliterate Content Specialist, for a discussion of a new tool and the protocols we are using to help ensure EarlyEdU courses provide positive representations of diversity and create teaching and learning spaces that support belonging, equity, and inclusion.

Click here to register for May's webinar. After registering, you will receive a confirmation email containing information about joining the webinar.

Date: Thursday, May 4, 2023

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

Teaching a Course in Early Childhood Policy?

View the **California Transitional Kindergarten Case Study** and download the **study questions** and **instructor guide** to bring the preschool system discussion to your classroom.

ECPIHE (Early Childhood Policy in Institutions of Higher Education) Invites You To:

- Visit **the ECPIHE website** to explore resources (course syllabus, modules), articles, and briefs pertaining to early childhood policy.
- Join **Policy Connect** to collaborate and share ideas with early childhood policymakers, faculty, researchers, advocates, and other experts in the field.
- Follow ECPIHE on **LinkedIn** and **Twitter** to stay up to date on resources, events, and career opportunities in ECP.

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).