FACULTY FINDS

COMING ATTRACTIONS: Rethinking the Theorists

Have you ever noticed that most of the theorists on which early childhood (EC) courses focus are older European men who developed their theories from work with middle class white children? Even the 4th edition of the NAEYC position statement on developmentally appropriate practice **(p. 6)** acknowledges that "*much of the research and the principal theories that have historically guided early childhood professional preparation and practice have primarily reflected norms based on a Western scientific-cultural model*." To support faculty in expanding their theoretical contexts, Faculty Finds will offer a new page in each 2024 issue: Rethinking the Theorists. Want to get started sooner? Check out this **set of materials** that were shared as part of the NAEYC PLI 2023 Portland conference.

Targeted TA for Early Childhood Education Faculty

This five-event series from the EarlyEdU Alliance and Camille Catlett is running through the 2023-2024 academic year and offers content, practices, activities, and assignments from wide-ranging national examples to enhance *your* courses. Each session offers 60 minutes of presentation (ideas, options, and examples), followed by 30 minutes for discussion and the exchange of practices and resources. The October 12 event focused on **Family and Community Engagement** and all resources from that session are available **here**. Resources from the December 7 session on Young Children with Exceptionalities are available **here**. A few resources are also highlighted in this issue on page 3.

Registration is open for the remaining three sessions. The dates and topics are:

February 1   Language and Literacy
         Register at https://washington.zoom.us/meeting/register/tJIvdemrrTkqH9R4GPUfeXZGuiHAJrXk-wAN

April 4   Child Guidance
         Register at https://washington.zoom.us/meeting/register/tJIpceytqD0rGdKmI5px9CmpfmG0K3qASM4P

June 13   Science, Technology, Engineering, and Math (STEM)
         Register at https://washington.zoom.us/meeting/register/tJEud-6orj8oHdQoU5nrTUpDrJkcgD8ECy4J

Prior to each session, registered individuals will be surveyed about their priorities for the session content, so sign up early! After registering, you will receive a confirmation email about joining the event.

Is Leadership in the Early Childhood Field Important to You?

I recently had the opportunity to assemble an annotated collection of free and readily available resources related to leadership in working with young children and families. The collection is a chapter in a recent monograph, published by the Division for Early Childhood. That organization has generously made the collection available to anyone. The resources in the collection are drawn from multiple fields and countries and reflect on leadership from a variety of perspectives. They offer research, insights, suggestions, checklists, strategies, and even a bit of levity. They are NOT just special eddy resources. Download or view the collection at **https://www.dec-sped.org/product-page/dec-recommended-practices-monograph-series-no-9-leadership**

New Inclusion Resource to Inform Your Work Recently, the U.S. Departments of Education and Health and Human Services released a joint policy statement on the inclusion of children with disabilities in early childhood programs. This policy features an expanded definition of inclusion, strategies to address racial and economic barriers, renewed commitment, and urgency as children with disabilities continue to face significant barriers accessing and participating in inclusive early childhood programs.	**Joint Policy Statement on the Inclusion of Children with Disabilities** https://www.acf.hhs.gov/ecd/policy-guidance/policy-statement-inclusion-children-disability-early-childhood-programs
Building Digital and Civic Literacy Skills How do you support your students to become good citizens of the internet, understand the intricacies of how it works, and learn how online resources can be manipulated to mislead and even harm users? Consider using the **7-point Digital Literacy Framework** to identify overarching knowledge and skills. For each skill in the framework (e.g., students can locate and verify reliable sources of information), there are examples of more specific student behaviors (e.g., students can evaluate sources for reliability and use a variety of tools to evaluate sources for bias). Resources corresponding to each skill in the framework are available for students of different ages including lessons, videos, activities, etc.	**About Digital Literacy and Civil Literacy** https://www.learningforjustice.org/frameworks/digital-literacy **Digital Literacy Framework** https://www.learningforjustice.org/sites/default/files/2017-10/Teaching-Tolerance-Digital-Literacy-Framework.pdf
Fostering Thoughtful Interaction on Difficult Topics A recent issue of the *Teaching* listserv featured an article on holding difficult discussions in an asynchronous online course. Kathryn Schild, the lead instructional designer in faculty development and instructional support at the University of Alaska at Anchorage, **shared a guide** she's compiled on holding asynchronous discussions, which includes a section on difficult topics. The guide includes discussion basics (e.g., prompts, roles, scaffolding), methods for exploring a topic rather than soliciting personal positions, sample syllabus statements, and additional resources for instructors.	**Fostering Thoughtful Interaction on Difficult Topics** https://docs.google.com/document/d/1vwLD0MuqWZNA3vMs1vyShCOGeyQPlZ2NmXjDqxaXa3U/edit?cid=te&source=ams&sourceid=#heading=h.zfugqbdcx2j0
Early Childhood Educator's Burnout: A Systematic Review of the Determinants and Effectiveness of Interventions Ever talk with your students about why early childhood educators are at such high risk for burnout? As someone who split at the five-year mark, I wish someone had talked to me about this. This article shares recent research findings and draws some interesting conclusions, along with identifying both causes and interventions. Consider asking students to review the summary of findings in Table 2 and discussing the implications.	**Early Childhood Educator's Burnout Article** https://www.iier.org.au/iier33/ng.pdf **Early Childhood Educator's Burnout Article** https://www.youtube.com/watch?v=_XhW2Wdb5d8
Promoting Learning That Supports Each and Every Student How do you plan assignments and learning activities to engage first-generation, working-class, and racially minoritized students? This article explores effective strategies for doing that and illustrates each strategy with concrete teaching methods.	**From Inclusive to Equitable Pedagogy** https://journals.sagepub.com/doi/epub/10.1177/0092055X231174515

Preparing Equitable and Inclusive Early Childhood Educators This article shares the process of a faculty member who wants to prepare her students to support each and every child. It highlights tools (e.g., assignment alignment), instructional practices (e.g., using personas), and ideas that can support a vibrant sequence of coursework and field experiences in EC programs.	**Preparing Equitable and Inclusive Early Childhood Educators** https://www.naeyc.org/ resources/pubs/yc/spring2022/ equity-teachers
Research Shows How DAP Helps ECEs Support All Children Ever feel the need for evidence that supports teaching about developmentally appropriate practice (DAP)? You need this brief! It provides an overview of the origins of DAP and fully defines the framework and its role in early care and education settings. It then discusses research-based facts about DAP that may be helpful to anyone in the early childhood field who supports young children.	**How DAP Helps ECEs Support All Children** https://www.childtrends.org/ publications/research-shows-how-developmentally-appropriate-practice-helps-early-childhood-educators-support-all-children
A Guide to Adaptations Want your students to learn how to adjust environments, materials, and instruction to support children who learn differently? Add this resource to your course and require them to use it as part of assignments. The combination of text and illustrations will help future educators learn how to individualize learning.	**A Guide to Adaptations** **In English** **In Spanish**
A Guide to Teaching Practices Teaching strategies are practices used by adults or by other children to help facilitate children's participation in everyday routines and learning experiences. Using these strategies engages children in activities, maintains their interest, and provides opportunities for them to learn concepts and thinking skills. This resource introduces six practices (e.g., scaffolding), describes each practice, and shares examples of how the practice might be implemented in an EC setting.	**A Guide to Teaching Practices** **In English** **In Spanish**
Resources for Supporting the Use of Universal Design for Learning (UDL) Want to increase the emphasis on UDL in your courses? Want to support students to incorporate UDL concepts in the assignments they complete? Here are some resources to help you accomplish both. • The **January 2023** and **May 2021** issues of Natural Resources offered basics about UDL, including a video and guidelines, as well as articles about what UDL is and how to apply the framework in early childhood settings. • **Integrating Principles of Universal Design into the Early Childhood Curriculum** is one of the best articles ever written about how to ensure that ALL children have meaningful opportunities to learn. It has excellent examples of how learning materials and instruction may be differentiated to support each and every learner. • **Circle Time is for Everyone: Using UDL to Promote Inclusion During Circle Times** is a gem of an article that shows how to apply the UDL framework to a common learning opportunity in early childhood settings: circle time. The authors deconstruct the ways in which circle time offers opportunities to address key UDL principles (e.g., multiple means of representation, expression, and engagement). The formats in this article could easily be reproduced as expectations for student assignments.	**UDL Resources January 2023** https://scriptnc.fpg.unc.edu/ sites/scriptnc.fpg.unc.edu/files /resources/NR%20Jan%202023 %20UDL.pdf **UDL Resources May 2021** https://scriptnc.fpg.unc.edu/ sites/scriptnc.fpg.unc.edu/files /resources/May2021-UDL.pdf **Integrating Principles article** https://fpg.unc.edu/ sites/fpg.unc.edu/files/ resources/presentations-and-webinars/Dimensions_Vol41_1 _Dinnebeil(2).pdf **Circle Time article** https://drive.google.com/drive /folders/1XaHOluHvCcxXoriQd UgSIuI7jBNAS5cY

Share Your Examples of Diversity, Equity, Inclusion, and Belonging Statements **PLEASE SHARE**

Do you include a statement on your syllabus, program website, or institutional website related to your values and expectations related to diversity, equity, inclusion, and belonging? A colleague has asked for examples of such statements, as part of her own quest to craft an exemplary one. Please email **camille.catlett@unc.edu** if you have examples. We'll compile them and share them in the next issue of Faculty Finds.

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

Share your voice! Answer this **short survey** and let us know how you are using ECPIHE resources and how ECPIHE can further support your work.

Visit the ECPIHE website to explore resources (course syllabi, 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 **X** 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. Resources in Spanish are highlighted. Los recursos destacados están en español. 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**).