What does it mean to teach about equity with children younger than five?

Quality standards for early education settings require classrooms to have multi-ethnic/diverse/inclusive materials available to children in all the learning centers & areas where the children interact and play. That’s an important step, but it is also important not to stop there. Adults who care for our youngest are an important part of the solution. Adults who provide such intimate care (feeding, clothing, cleaning, and nurturing) must be careful to do so without bias or prejudice.

How can conversations begin that will allow open minds to consider interactions with children while also planting equity seeds in children?

Quality children’s books offer an essential strategy to provide context to some of the important themes of equity. Good children’s books provide not only beautiful illustrations but also the opportunity to help the reader (teacher) reflect on their own implicit biases while simultaneously planting equity seeds in the children listening.

What We’re Offering

An Opportunity:
In an effort to create support and a source of teaching practices for Catawba County’s Early Childhood preschool-age workforce, we have created 4 interactive virtual “Book Studies,” in which participants will view a selection of children’s books related to 4 themes:

1. Everyone deserves respect, not just our friends.
2. Don’t be colorblind. It’s OK to talk respectfully & with gratitude about how we are different.
3. We are more alike than we are different.
4. It’s good to be different; we’re better together.

During each session, the participants can expect to engage in conversations on research-driven information that supports each theme. The goal is to inform pedagogy and practices, as well as to encourage a safe and interactive space that supports early childhood educators’ current knowledge.
What to Expect

Resources:

- Each participating program will receive a set of the children’s books that are highlighted in the training, that can be used in the classrooms of the teachers who receive the training.
- An orientation on social justice and representation when utilizing the featured children’s book titles.
- Information on how to utilize a Culturally Responsive Scorecard when selecting additional books for their classroom themes and focuses.

Questions? Contact La’Gentry Ross, Children’s Resource Center’s Early Childhood Services Coordinator lross@catawbacountync.gov OR 828-695-6514.

LIST OF IMAGINING EQUITY BOOKS:

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<tr>
<th>Classroom</th>
<th>Title</th>
<th>Author</th>
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* Includes link to recording of book, if available.