



Equity and Inclusion

Issue No. 32 June 2019

The Vermont Guiding Principles express the belief that each and every child “deserves equitable access to experiences that acknowledge and build on their uniqueness.” They go on to underscore the responsibility of individuals, organizations, and communities to “build equitable access to opportunities, supports, and services.”

This issue of **The Right Stuff** builds on those values by providing additional resources related to equity and inclusion. Page 3 features a self-reflection tool that anyone can use to document ways in which they are using practices that reflect equity and inclusion, and to consider opportunities to advance the commitment to support the full participation of each and every child and family.

Advancing Equity in Early Childhood Education¹

The National Association for the Education of Young Children (NAEYC) recently approved a new policy statement, dedicated to promoting equitable practices for each and every child and family. The [document](#) offers specific recommendations for how early childhood educators can create caring, equitable communities of engaged learners, establish reciprocal relationships with families, assess children’s learning and development, and advocate on behalf of young children and families. Additional recommendations are provided for administrators, higher education faculty, administrators, and others facilitating professional development, and public policymakers.

Early Childhood Equity and Inclusion: Establishing Equitable Early Learning Environments

The May 2019 issue of the Disability Services Newsletter is devoted to the topic of equity and inclusion in early learning environments. Click on this [link](#) to access a number of free resources on this topic. If you click before July 30, you will be able to access a fabulous free article (What Stories Do My Classroom and Its Materials Tell? Preparing Early Childhood Teachers to Engage in Equitable and Inclusive Teaching). It shares stories of educators confronting challenges to equity and inclusion in their environments and materials, as well as professional development ideas to promote equitable and inclusive teaching.

¹ Because the position statement has just been approved it still appears as a draft. By fall, NAEYC will post a formatted version in English and Spanish.

Free Equity Resources and Tools

Want to learn more about a specific aspect of equity (e.g., racial equity, educational equity)? Eager for evidence of the benefits of equitable practices? Looking for guides, handbooks, or tools for promoting equity? Click on this [link](#), then select Equity Resources Handout from the list.

The Right Stuff is a free, one-way listserv that is distributed monthly. Each issue features resources for supporting the learning and development of young children who are culturally, linguistically, and individually diverse, birth to Grade 3, and their families. All resources are readily available and free. Highlighted resources are available in English and Spanish. **The Right Stuff** may be freely shared or reproduced. Past issues are available [online](#).

Equity and Inclusion Reflection Tool

SELF-AUDIT	AGREE/DISAGREE	IF AGREE, WHAT IS AN EXAMPLE OF HOW YOU DO THAT?	IF DISAGREE, WHAT MIGHT YOU TRY TO MOVE TOWARD AGREEMENT?
1. I uphold the unique value and dignity of each and every child and family.			
2. I recognize each and every child's unique strengths and support the inclusion of all children – given differences in culture, family structure, language, racial identity, gender, abilities, and economic class.			
3. I develop trusting relationships with each and every child that build on their knowledge and skills.			
4. I consider the developmental, cultural, linguistic, and individual appropriateness of the learning environment and my teaching practices for each and every child.			
5. I involve children, families, and the community in the design and implementation of learning activities.			
6. I actively promote children's agency (e.g., provide opportunities for rich, engaging play; support learning across all areas of development and curriculum).			
7. I scaffold children's learning to achieve meaningful goals.			
8. I design and implement learning activities using language(s) that the children understand.			
9. I recognize and am prepared to provide different levels of support to different children depending on what they need.			
10. I consider how my own biases (implicit and explicit) may be contributing to my interactions and relationships with particular children and families.			
11. I use multi-tiered systems of support.			

Adapted from the NAEYC position statement [Advancing Equity in Early Childhood Education](#) (p. 4-6).