College of Health and Human Sciences
Kansas Child Care Training Opportunities Workshop

Culturally Relevant Pedagogy
A Sense of Belonging in Childcare

Rana Johnson, PhD

Vice President for Diversity, Equity, Inclusion and Belonging

June 12, 2024

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Agenda for DEIB Dialogue

- Outcomes & Objectives
- Foundational Definitions
- Changes in Demographics
- Dimensions of Identity

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Outcomes & Objectives

- Enhanced appreciation of terminology
- Understanding Belonging & Inclusion
- Recognition & Reflection of Bias
- Awareness of Cultural Competence & Cultural Humility
- Culturally Relevant Pedagogy Influences Identity
  Academic Achievement
  Career and occupational success
  Mental and physical health
  Social relationships

Office of Diversity, Equity, Inclusion and Belonging

Rana Johnson, PhD
Vice President for Diversity,
Equity, Inclusion and Belonging

Inclusive Excellence Focuses on institutional accountability to enhance diversity, equity, inclusion and belonging.

Institutional Equity Training, outreach, affirmative action planning, equal employment opportunity compliance and conducting investigations.

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NEXT-GEN K-STATE

President Richard Linton launched a new strategic plan: *Next-Gen K-State*.
Kansas State University will lead the nation as a next-generation land-grant university – setting the standard for inspiring learning, creativity, discovery and engagement that positively impacts society and transforms lives in Kansas and around the world.

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OUR PLAN

Leveraging our rich history as the nation's first operational land-grant university, we will positively impact our communities, our economy and the world through teaching, research and service.

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STRATEGIC IMPERATIVES

The Next Gen K-State Strategic Plan includes 10 imperatives to assist Kansas State University with meeting the goals across all campuses: Manhattan, Olathe, and Salina.

We envision a learning population of 30,000.

We will grow our retention and graduation rates for all student populations.

Provide every degree-seeking student with applied learning experiences.

We will grow research expenditures to $300 million and sponsored awards & programs to $270 million.

We will nimbly and proactively meet the needs of learners, employers and society.

Build partnerships at all levels of K-State.

We will generate economic impact, contribute to economic prosperity, build social mobility, and solve problems for our region, nation and world.

Focus on operational excellence and being One K-State in all we do.

Become an employer of choice in Kansas and higher education.

Grow total combined fundraising to $2 billion by 2030.

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Foundational Definitions

DIVERSITY is the presence and representation of differences that enrich the community and workplace. Differences include, but are not limited to identity, culture, background, abilities, opinions, and experiences.

EQUITY and equity-mindedness, is the action of ensuring access, resources, and opportunities through removing systemic barriers, particularly for historically underrepresented groups.

INCLUSION is the intentional action of valuing everyone, regardless of background, beliefs, or identities. This includes creating a culture and community where everyone, especially those from historically underrepresented groups, have access to resources, voices are heard, and contributions are valued.

BELONGING is the feeling individuals, particularly those from historically underrepresented groups who have experienced exclusion in the past, have in places that have intentionally actionized diversity, equity, and inclusion to create a culture that supports the feeling of security, acceptance, and value.

ASSOCIATION OF PUBLIC & LAND-GRANT UNIVERSITIES

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Diversity Includes:

- Abilities
- Age
- Atheist/Humanist
- Body Types
- Culture
- Differences in Cultural Experiences
- Gender
- Gender Expression
- Gender Identity
- Generations (Baby boomers, X, Y, Z, Alpha)

- Houseless or People without Homes
- Intellectual (various abilities)
- International Communities
- Language Differences
- Marital Status
- Multiformity
- Multiple Perspectives
- Neurodiversity
- Personality Type
- Persons with a Disability
- Political Affiliation
- Religious Affiliation
- Sex
- Sexual Orientation
- Socioeconomic Status
- Veteran Status
… as well as other communities/groups

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EQUALITY = SAMENESS
Providing everyone the same thing. Equality only works if everyone starts from the same place.

EQUITY = FAIRNESS
Access to the same opportunities.

INCLUSION = OBTAINABLE
Environments where ALL are valued, engaged and respected. No barriers!

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Discussions of Inclusion

Acculturation, Assimilation
Americans with Disabilities Act (ADA)
Artificial Intelligence
Atheist/Humanists
Benefits: Diversity, Equity, Inclusion (DEI)
Bias
Campus Climate
Conscious Inclusion
Cultural Appropriation
Cultural Competency
Culturally Responsible Pedagogy
Discrimination & Prejudice
Diverse Administrators/Faculty/Staff
Diverse Student Body
Emotional Support Animals (ESA)
Empathy: Multiple Perspectives
Entitlement
Equity of Opportunity
Graduate Education
Human Resources
Identity & Belonging
Immigrants and Refugees
Inclusive Excellence

Intellectual Perspectives
Intercultural Communication
Intergroup Relations
Interpersonal Communication
Intersectionality
Intrapersonal Communication
Lavender Graduation
Learning Styles
LGBTQIAP+
Mentoring
Microaggressions
Multicultural Graduation
Multiculturalism
Name Policy
Organizational Climate
Outreach
Pipeline Programs
Political Viewpoints
Privilege
Racism
Recruitment, Retention, Graduation
Religious Groups
Search Committee Workshops

Sexism
Socialization
Stereotypes
Strategic Planning
Student Learning Outcomes
Support Structures
Unconscious Bias
Women in Leadership

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BELONGING & INCLUSION IN CHILDCARE

"Taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes.

The intent is to ensure that all children's experiences are recognized and valued.

Plan a learning program which is inclusive and engaging for all children- address accessibility needs.

It's important that we provide opportunities that caters to everyone.

Demonstrate inclusive practices by encouraging children to have open communication about who they are and assist them in discovering their strengths.

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EVERY CHILD AND FAMILY IS ROOTED IN CULTURE.
THEY HAVE A RIGHT TO MAINTAIN THEIR OWN IDENTITY & CULTURE.

CULTURE & IDENTITY ARE AT THE CORE OF CHILDREN'S
SOCIAL & EMOTIONAL DEVELOPMENT.

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IMPACT & PERSPECTIVE

ACCESSIBILITY: Products, devices, services, vehicles, or environments usable by people with disabilities.

DISABILITY: Cognitive, Physical, Sensory, Mental Health, Developmental- may be visible or invisible.

INTERSECTIONALITY: Overlapping identities, multidimensional perspectives, culturally intentional practices, complex identity factors of self expression, intersecting social experiences.

RACE: Typically defined as a category of people that are divided into groups based on physical appearance. Inherited as identity. Racial categories: African American/Black, American Indian or Alaskan Native, Asian, Hispanic, White, Two or more races.

ETHNICITY: The identification of people from different geographical regions, including their religion, language, and other customs.

CULTURE: Beliefs, customs, practices, values passed down from generation to generation. Dress, language, rituals, etc. The way of life for an entire society.

HISTORICALLY UNDERSERVED GROUPS

- Persons with a disability

- Low-income families

- Immigrants, refugees, asylee children and youth

- BIPOC: Black, Indigenous, People of Color

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We must check our own biases and fears.

DEFINITIONS CONTINUED: KEY TERMS & IMPACT

Socialization

The process of learning the meanings and practices that enable us to make sense of and behave appropriately in that culture.

- Examples: Being taught how to behave in public spaces, to shake hands when we meet someone new, or what utensils to use when we are eating dinner.

Definition Source: **Good Therapy**

Oppression

A set of policies, practices, traditions, norms, definitions, and explanations (discourses), which function to systematically exploit one social group to the benefit of another social group

- Example: Treating people differently because of the color of their skin, gender, religion, economic class, age, ability, etc.

Definition Source: **Sensoy & DiAngelo, 2017**

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KEY TERMS & IMPACT

Intersectionality

The overlapping and interdependent systems of oppression across, for example, race, gender and social status. Intersectionality shows us that social identities work on multiple levels, resulting in unique experiences and barriers for each person. Therefore, oppression cannot be reduced to only one part of an identity; each oppression is dependent on and shapes the other.
- Example: **Wheel of Power/Privilege**

Definition Source: NAEYC and University of British Columbia.

Stereotypes

Stereotypes: An oversimplified image or idea of a particular type of person or thing or making what is true for a small group of people and generalizing it to be true for the entire community.
- Examples: Asians are good at math. Black people are good dancers. Poor people are lazy. French people are arrogant.
- Definition Source: **Sensoy & DiAngelo, 2017**

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KEY TERMS & IMPACT

Bias

Attitudes or stereotypes that favor one group over another.
- Example: "Mexican people are lazy" has been used to justify discrimination and prejudice against Mexicans since the mid-19th century, when large numbers of Mexicans immigrated to the U.S.

Source: **NAEYC**

Implicit Bias

Involuntary, subconscious thoughts that may influence decision making and/or actions
- Example: Asking a female if they have a boyfriend, assuming heterosexuality.

Source: **Perception Institute**

Explicit Bias

Conscious, intentional attitudes or beliefs about a person or community based on negative feelings.
- Example: A fire chief does not hire a woman because they believe women are not strong enough.

Source: **Perception Institute**

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KEY TERMS & IMPACT

Microaggressions

Everyday slights and insults that minoritized people endure and that dominant people don't notice or concern themselves with. These hidden messages serve to invalidate the recipients' group identity, to question their experience, to threaten them, or to demean them on a personal or group level.

- Example: Telling a black person, "You're so articulate." Asking someone, "Where are you from?"

Source: Partially from **NAEYC**.

Social Justice

A communal effort dedicated to creating and sustaining a fair and equal society in which each person and all groups are valued and affirmed. It encompasses efforts to end systemic violence and racism.

- Examples: Marriage equality for same-sex couples, civil rights with respect to race.

Source: **John Lewis' Institute for Social Justice**

SOURCE: https://qualitystartla.org/how-bias-impacts-our-relationships-with-children-and-families/#KeyTerms

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KEY TERMS & IMPACT

Anti-Bias Education (ABE)

Anti-bias education is an approach to teaching and learning designed to increase understanding of differences and their value to a respectful and civil society and to actively challenge bias, stereotyping, and all forms of discrimination in schools and communities. It incorporates inclusive curriculum that reflects diverse experiences and perspectives, instructional methods that advance all students' learning, and strategies to create and sustain safe, inclusive and respectful learning communities.

- What are the **four goals** of anti-bias education?

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The structures children are embedded in shape who they become.
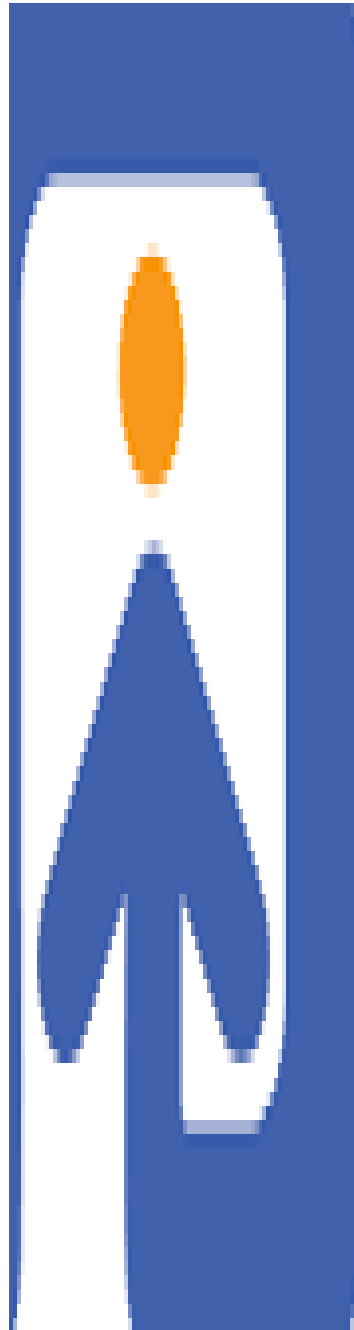
SOME DISABILITIES LOOK LIKE THIS

OTHERS LOOK LIKE THIS

NOT ALL DISABILITIES ARE VISIBLE

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WHAT IS CULTURAL COMPETENCE

Cultural competence is the ability to interact effectively with people of various racial, ethnic, socioeconomic, religious and social groups. Working towards cultural competence is an ongoing process, one often tackled by learning about the patterns of behavior, beliefs, language, values, and customs of particular groups.

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CULTURAL HUMILITY

Cultural humility is a concept developed by Dr. Melanie Tervalon and Dr. Jann Murray-Garcia.

It involves an ongoing process of **self-exploration and self-critique** combined with a **willingness to learn from others**. It means entering a relationship with another person with the intention of honoring their beliefs, customs, and values. It means acknowledging differences and accepting that person for who they are.

Cultural humility includes three principles:

- Self critique
- Acknowledging and fixing power imbalances
- Affiliation with advocacy groups

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IMPLICIT/UNCONSCIOUS BIAS

FIRST REACTIONS

- System 1 processing: Fast, automatic, unconscious
- Does not necessarily align with beliefs or intentions (may conflict)
- Researchers have documented the impact of implicit bias on decision making in numerous fields (e.g., healthcare, human resources, criminal justice, law)

THINKING

- System 2 processing: Slow, deliberate, conscious
- Intended to align with beliefs or intentions

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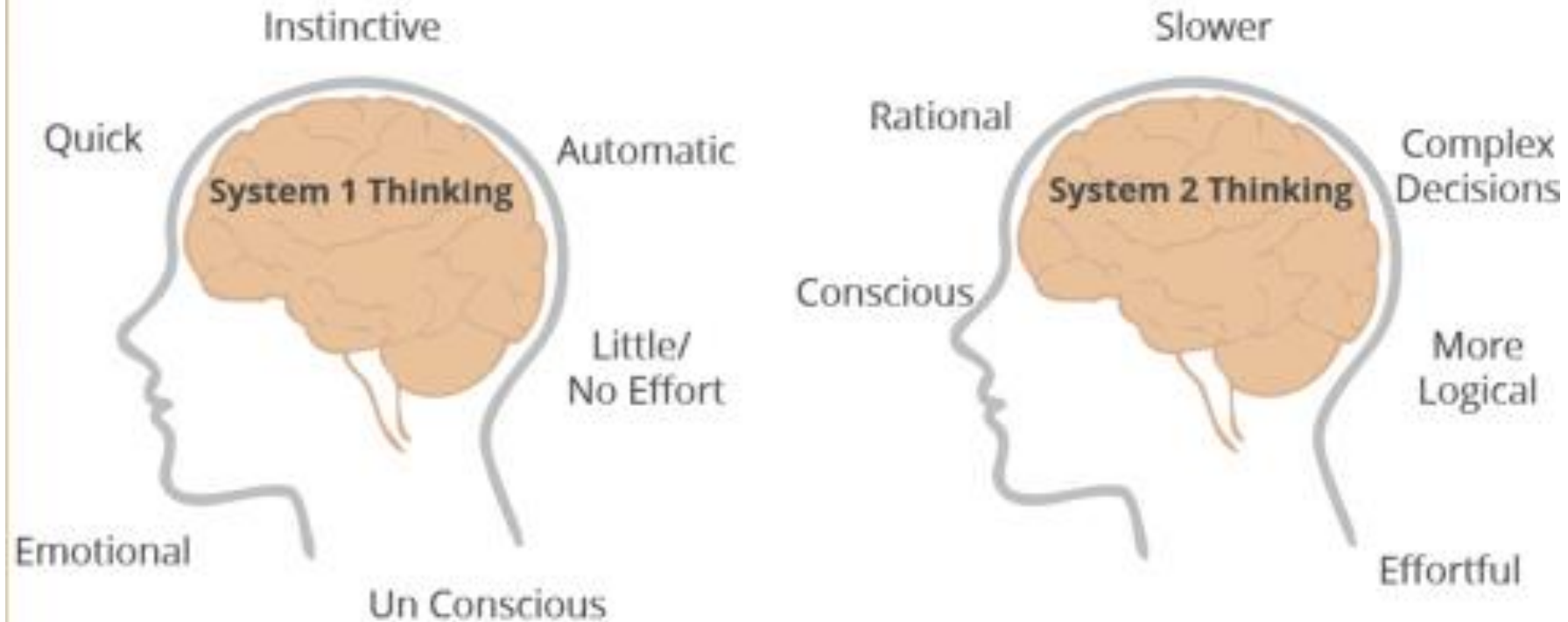
MOST BIAS STEREOTYPES DO NOT COME FROM A BAD INTENT.

BIAS IS LEARNED OVER MANY YEARS.

HOW DO YOU ADDRESS UNCONSCIOUS BIAS?

Through personal self-awareness

Use inclusive language

Engage with underrepresented groups

Participate in Cultural Celebrations

Identify your biases through tests

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Project Implicit

Implicit Association Test developed by:
Banaji, Nosek, Greenwald

https://implicit.harvard.edu

Take a Demo Test

Age

Age (young-old IAT). This IAT requires the ability to distinguish old from young faces. This test often indicates that people have automatic preference for young over old.

Race

Race (Black-White IAT). This IAT requires the ability to distinguish faces of European and African origin. It indicates that most people have an automatic preference for white over black.

Countries

Countries (UK-United States IAT). This IAT requires the ability to recognise photos of national leaders and other national icons. The results revealed by this test provide a new method of appraising nationalism.

Gender

Gender (Gender-Science IAT). This IAT often reveals a relative link between liberal arts and females and between science and males.

Weight

Weight (Fat-Thin IAT). This IAT requires the ability to distinguish faces of people who are obese and people who are thin. It often reveals an automatic preference for thin people relative to fat people.

Skin-tone

Skin-tone (Light Skin-Dark Skin IAT). This IAT requires the ability to recognize light and dark-skinned faces. It often reveals an automatic preference for light-skin relative to dark-skin.

Sexuality

Sexuality (Gay-Straight IAT). This IAT requires the ability to distinguish words and symbols representing gay and straight people. It often reveals an automatic preference for straight relative to gay people.

Why Do We Need To Discuss Identity?

Heterosexism   Transphobia

Mentalism   Ableism

Colorism/Shadeism   Islamaphobia

Classism   Ethnocentrism

SOCIAL JUSTICE

Ageism   Xenophobia

Racism   Antisemitism

Homophobia

Christophobia

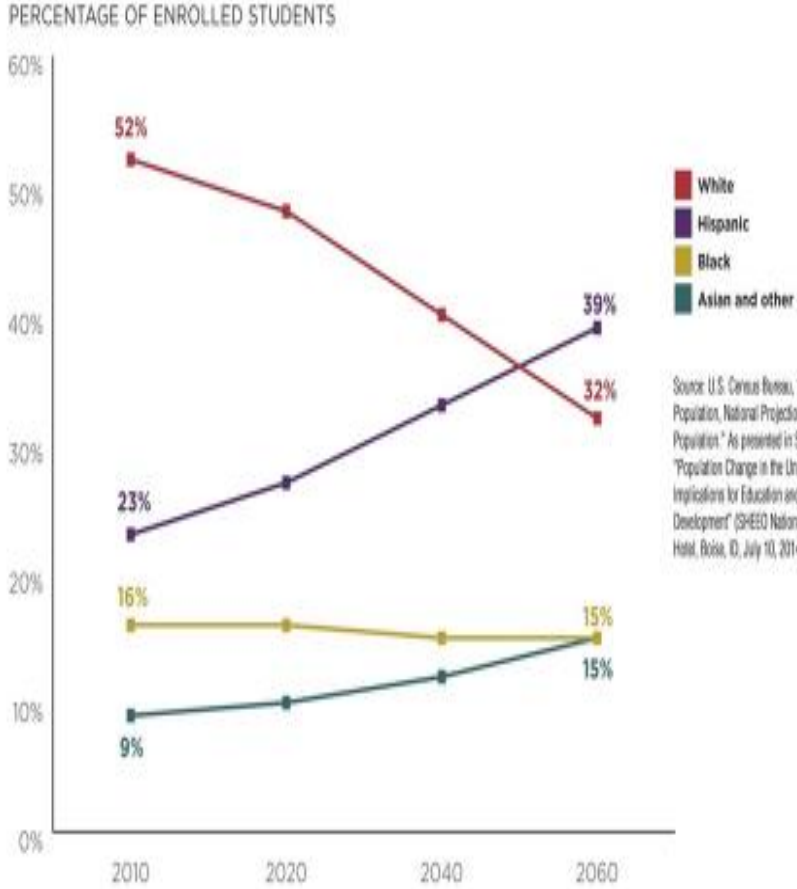Sizeism

Sexism

Helps to increase our understanding of others.

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EY TERMS & IMPAC

DEIA stands for diversity, equity, inclusion, and accessibility.

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BELONGING IN CHILDCARE IS SIGNIFICANT FOR SEVERAL REASONS:

- **A Reflective Society**: Early childhood education serves as the foundation for developing the values, attitudes, and behaviors of future citizens. By exposing children to various cultural and social groups, we prepare them to become informed and empathetic members of their communities.

- **Real-World Preparation:** As we know, the world is becoming increasingly diverse. Therefore, teaching diversity early on in life is a way of equipping children to navigate the complexities of a globalized and multicultural society.

- **Reducing Stereotypes and Bias:** Exposing children to diverse experiences helps reduce stereotyping and biases. It encourages them to see the world through a more open and accepting lens, fostering respect for others regardless of their backgrounds.

- **Personal Growth:** Embracing diversity is an opportunity for personal growth, both for children and the educators who facilitate their learning. It encourages open-mindedness, critical thinking, and self-awareness.

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What does the research show about how bias negatively impacts young children?

- Materials in early learning spaces also have a similar effect as they often lean towards highlighting white experiences, resulting in harmful consequences. When this isn't noticed or counterbalanced with images or stories with lead characters from other cultures and races, the importance is placed on white early childhood experiences, and we miss opportunities to teach children that all races should be valued.

- Children as young as 3 months are aware of racial differences, and by the time they are preschoolers, they make choices, based on race, about with whom to play and how (Katz & Kofkin 1997; Van Ausdale & Feagin 2001; Hirschfeld 2008; Quintana & McKown 2008).

- A child's ideas about their own race and others' races are formed during early childhood, regardless of whether the topic of race is directly addressed, completely ignored, or actively suppressed in their classrooms.

- Few children's books are about or are published by black, indigenous, and people of color (Cooperative Children's Book Center, n.d.).

https://qualitystartla.org/how-bias-impacts-our-relationships-with-children-and-families/#KeyTerms

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Children's Books

As the **Cooperative Children's Book Center shares in their statistics on diversity in books**, here are their latest findings from the year 2021, only:

- 22.3% of children's books are by/about Black or African people
- 3.9% of children's books are by Indigenous people
- 25.2% of children's books are by Asian people
- 16.7% of children's books are by Latinx people
- 0.4% of children's books are by Pacific Islander people
- 1.3% of children's books are by Arab people

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INTERSECTIONALITY

Kimberlé Crenshaw

INTERSECTIONALITY

is a lens through which you can see where power comes and collides, where it interlocks and intersects.

It's not simply that there's a race problem here, a gender problem here, and a class or LGBTQ problem there. Many times that framework erases what happens to people who are subject to all of these things.

Kimberlé Crenshaw
Author, Professor, & Civil Rights Advocate

INTER =
Between/Among
SECTION =
Distinct/Divided
ALITY =
State or Condition

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We all have more than one identity, and those identities are inherently combined. They interact and overlap, creating unique and often compounded experiences of privilege and oppression.

DIMENSIONS OF IDENTITY

- System 2 processing: Slow, deliberate, conscious

- Intended to align with beliefs or intentions

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Culturally Relevant Pedagogy

Theoretical model that focuses on multiple aspects of achievement while upholding students' cultural identities.

Culturally responsive approaches emerge from an understanding of families' backgrounds connecting families' cultural heritages to the setting and creating equitable opportunities for both children and families.

Enables children to uphold their cultural identities while developing fluency in at least one other culture.

INCLUSIVE LEADERSHIP GROWTH CONTINUUM
Engineer Inclusion © Meagan Pollock, PhD

AWARE · NOVICE · COMMITTED · PROFICIENT · EXEMPLAR · REFORMER

AWARE
Recognizes an opportunity to learn and practice knowledge and skills.

NOVICE
Demonstrates beginning knowledge and skills with limited use of the defined practice.

COMMITTED
Commits to and expands knowledge and skills, but performance is inconsistent.

PROFICIENT
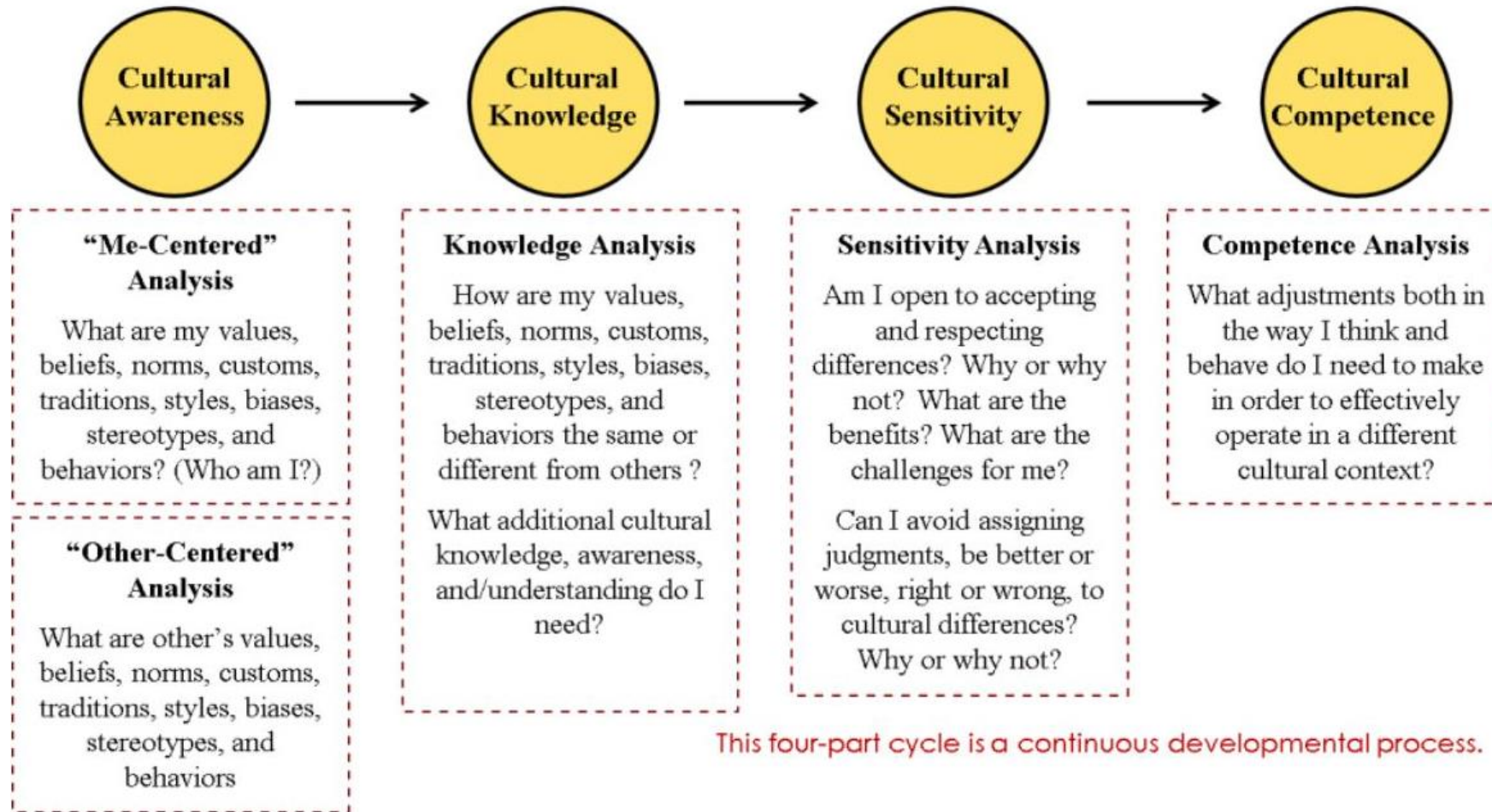Applies knowledge and skills consistently and thoroughly in a recognizable way.

EXEMPLAR
Sustains an exemplary level of practice and intentionally models this element for others.

REFORMER
Stimulates and facilitates institutional change improving system-wide outcomes.

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Transitions: Cultural Awareness to Cultural Competency

Cultural Competence Model™

Cultural Awareness → **Cultural Knowledge** → **Cultural Sensitivity** → **Cultural Competence**

"Me-Centered" Analysis

What are my values, beliefs, norms, customs, traditions, styles, biases, stereotypes, and behaviors? (Who am I?)

"Other-Centered" Analysis

What are other's values, beliefs, norms, customs, traditions, styles, biases, stereotypes, and behaviors

Knowledge Analysis

How are my values, beliefs, norms, customs, traditions, styles, biases, stereotypes, and behaviors the same or different from others?

What additional cultural knowledge, awareness, and/or understanding do I need?

Sensitivity Analysis

Am I open to accepting and respecting differences? Why or why not? What are the benefits? What are the challenges for me?

Can I avoid assigning judgments, be better or worse, right or wrong, to cultural differences? Why or why not?

Competence Analysis

What adjustments both in the way I think and behave do I need to make in order to effectively operate in a different cultural context?

This four-part cycle is a continuous developmental process.

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SOURCE: https://knilt.arcc.albany.edu/Unit_1:Culturally-Responsive_Pedagogy

Sense of Belonging in a Suitcase

THANK YOU FOR YOUR LEADERSHIP!

QUESTIONS?

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