Diversity, Equity, Inclusion, Belonging Overview

WHO?
Teachers, administrators, families, support staff, and contracted professionals who come into a program to work with children.

WHY?
We must believe all children can succeed and we must nurture the unique gifts, talents, and interests of every child. Then a child's identity no longer predicts their success and it enables them to reach their greatest potential.

WHAT?

- Diversity (D): is all the ways people differ including race, ethnicity, gender, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, physical appearance, ideas, perspectives, and values.
- Equity (E): is the fair treatment, access, opportunity, and advancement of all people. It includes identifying and removing barriers preventing full participation for some groups, increasing justice and fairness of institutions and systems, and distribution of resources. Equity work requires an understanding of the root causes of inequalities within our society.
- Inclusion (I): is intentionally creating an environment where every person or group can fully participate and feel welcome, respected in words and actions, supported, and valued.
- Belonging (B): is the personal feeling of safety and support when there is a sense of acceptance, inclusion, and identity as a member of a certain group. A sense of belonging to a greater community improves motivation, health, and happiness. Exclusion undermines self-control and well-being and creates pain and conflict.

WHERE?
The following links can assist you in developing and implementing a program that values, supports, and encourages all children to reach their highest potential.

- Advancing Equity Position Statement (NAEYC), https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/advancingequitypositionstatement.pdf
- Developing Empathy to Build Warm, Inclusive Classrooms, https://www.naeyc.org/resources/pubs/tyc/apr2019/developing-empathy-inclusive-classrooms
- Every Child Belongs: Welcoming a Child with a Disability, https://www.naeyc.org/resources/pubs/tyc/sep2017/every-child-belongs
- Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education Position Statement (NAEYC), https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF

Resources:

Cornell University Diversity and Inclusion, *Sense of Belonging.* Retrieved 9-21-21 from Cornell University website: https://diversity.cornell.edu/belonging/sense-belonging

Derman-Sparks, L., LeewKeenan, D., & Nimmo, J. (2015). *Leading Anti-Bias Early Childhood Programs—A GUIDE FOR CHANGE.* NAEYC (Eds.), New York and London: Teachers College Press, Columbia University Teacher's College

Educare (2019). 2019 Summer Interdisciplinary Learning Group, *Diversity, Equity, and Inclusion Definitions* Excerpted from Independent Sector (independentsector.org), Oklahoma City, Oklahoma

Hall, K. (2014, March 24). *Create a Sense of Belonging*. Retrieved 9-21-21 from Psychology Today website: https://www.psychologytoday.com/us/blog/pieces-mind/201403/create-sense-belonging

LeeKeenan, D (Producer), Nimmo J. (Producer), & McKinney F.E. (Filmmaker). (2021). *Reflecting on Anti-bias Education in Action: the Early Years* [Film]. USA: University of Washington

National Equity Project, Retrieved 9-21-21 from https://www.nationalequityproject.org/education-equity-definition