

Maryland State Child Care Association

Resource Document

MSCCA's Philosophy On Race, Equity and Social Justice

Our mission at MSCCA is to promote the growth and development of professional licensed childcare and learning centers in Maryland. It is our goal to embrace diversity in our membership, our programming, and our resources. We are disheartened to see the violence and continued oppression of people of color and the long-term negative effects this has on their health and well-being. As such, we believe that issues of race, equity, and social justice are an integral part of the learning environment. For educators and childcare providers, equity means access to quality professional development, earning a living wage, and bringing their home cultures into the learning environment. By creating antiracist learning environments, we empower children to embrace diversity in all its forms so they can become compassionate citizens of a global community.

In support of your program's efforts to achieve these goals, MSCCA offers these resources. These resources are not meant to be an exhaustive list but a beginning point for positive dialogue in our programs, communities, and essential work of caring for Maryland's youngest citizens.

Maryland State Child Care Association (MSCCA)

Mission: To promote the growth and development of professional licensed child care and learning centers in Maryland.

Vision: To be recognized as the premier organization for the advancement of professional licensed child care and learning centers in Maryland.

Membership: To join our organization, please visit

<https://membership.mscca.org/>

County Chapters: To learn about your county's chapter of MSCCA, visit

<https://mscca.org/about-us/board-members/>



Phone: (410) 820-9196 **Email:** info@mscca.org **Website:** <https://mscca.org/>

Maryland EXCELS Cultural and Linguistic Competency Achievement/Badge

Culture influences all aspects of a child's development and frames his or her experiences of early learning. When an early childhood or school-age program accepts "the legitimacy of children's home language, respects the home culture, and promotes and encourages the active involvement and support of all families including extended and nontraditional family units," it is exhibiting cultural and linguistic competence. (NAEYC, 1995).



Programs can achieve the Cultural and Linguistic Competency Achievement by

- Reviewing the Pathways to Cultural Competence Programs at tinyurl.com/clcchecklist
- Downloading and completing the "Guidance and Documentation Form for Using the Pathways to Cultural Competence Checklist for Programs" at tinyurl.com/clcdocform

Children's Books To Support Positive Representation

I Am Enough by Grace Byers and Keturah A. Bobo

Counting on Katherine: How Katherine Johnson Saved Apollo 13

Dad, Who Will I Be? By G.Todd Taylor

Dancing in the Wings. By Debbie Allen

Do Not Bring Your Dragon to the Library By Julie Gassman

Emi's Curly Coily, Cotton Candy Hair By Tina Olajide

Hair Like Mine By Latashia M Perry

Hair Love By Matthew A. Cherry & Vashti Harrison

Have You Thanked an Inventor Today? By Patrice McLaurin

I Have a Dream (Book & CD), Dr. Martin Luther King Jr. By Jabari Jumps, Gaia Cornwall

Little Leaders: Bold Women in Black History By Vashti Harrison

Mae Among the Stars By Roda Ahmed

Skin Like Mine - (Kids Like Mine) By Latashia M Perry

So Much Trish Cooke By Helen Oxenbury

The Doctor with an Eye for Eyes: The Story of Dr. Patricia Bath By Julia Finley Mosca

The Snowy Day By Ezra Jack Keats

"Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created and recreated by the author. When lighting conditions are just right, however, a window can also be a mirror. Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books."

*Rudine Sims Bishop
The Ohio State University*

Books For Educators

Anti-Bias Curriculum for the Preschool Classroom

Author: YWCA Minneapolis Early Childhood Education Department

Bicultural Parent Engagement Advocacy and Empowerment

Edited by: Edward M. Olivos, Oscar Jiménez-Castellanos,
Author: Alberto M. Ochoa

Creating Diversity-Rich Environments for Young Children

Author: Angèle Sancho Passe

Spotlight on Young Children: Equity and Diversity

Authors: Cristina Gillanders and Rossella Procopio

Stop Listening to the BS (Bad Stats): A conversation with Dr. Ivory Toldson.

Author: Dr. Ivory Toldson

The Light in Their Eyes: Creating Multicultural Learning Communities: Tenth Anniversary Edition

Author: Sonia Nieto

Welcoming Linguistic Diversity in Early Childhood Classrooms: Learning from International Schools

Author: Murphy, Edna

You Can't Celebrate That!: Navigating the Deep Waters of Social Justice Teaching

Author: Nadia Jaboneta

Reading Professional Literature:

"Helps shape our views and develop further our education philosophy

Gives us theory to think about putting into practice

Presents us with new ideas

Stops us from using experience alone when making decisions."

Richard Bruford

To Learn more, visit <https://richardbruford.com>

Additional Resources

Being Black is Not A Risk Factor

[https://www.nbcdi.org/sites/default/files/NBCDI_SOTBC_FLORIDA_Report_%20Final%20\(DA%2001-01-2019\).pdf](https://www.nbcdi.org/sites/default/files/NBCDI_SOTBC_FLORIDA_Report_%20Final%20(DA%2001-01-2019).pdf)

Equity and Early Childhood Education: Reclaiming the Child

<https://secure.ncte.org/library/NCTEFiles/EquityEarlyEdBrief.pdf>

NAEYC position statement on Advancing Equity in Early Childhood Education

<https://www.naeyc.org/resources/position-statements/equity>

Talking to Children Authentically about Race and Racism

<https://www.youtube.com/watch?v=dq6McHf8iO4&feature=youtu.be>



Professional Development

Early Childhood Education Professional Development is a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early education professionals (NAEYC, 2011*) MSCCA consulted with its Business and Board Members (who are MSDE Approved Trainers) to identify training opportunities that support early childhood programs in their efforts to learn more about the importance of a culturally competent program. If you are interested in any of the training listed below, please contact the training agency directly.

Anti-Bias and Cultural Competence Awareness: This workshop will introduce participants to the concepts of anti-bias practices and cultural awareness. Participants will explore their own beliefs and cultural connections and compare their beliefs to diversity of culture, acceptance of differences, and best practice. This workshop meets the Credential Modification guidelines for cultural competence/ awareness. **Core Of Knowledge (COK) Hours: 3 (Community).**

www.innovationsed.com/

Anti-Biased Practices In Early Childhood Education: An anti-bias curriculum is an approach to early childhood education that sets forth values-based principles and methodology in support of respecting and embracing differences and acting against bias and unfairness. Through this intermediate level training, early childhood educators will learn the four goals of anti-bias education. Participants will also learn strategies to ensure effective implementation. (Intermediate Level Training). **Core Of Knowledge (COK) Hours: 2.5 (Professionalism). Available via webinar.**

<https://www.childcarecompany.net/>

Celebrating and Valuing Diversity: Building positive identities and a respect for differences means weaving diversity into the fabric of children's everyday lives. Through intentional practices in the childcare program and partnerships with families, early childhood educators can lay a foundation for children to celebrate and value diversity. Educating children to respect and value people regardless of the color of their skin, their traditions, or the language they speak also empowers them to be proud of their unique personality, culture, and abilities. **Core Of Knowledge (COK) Hours: 3 (Curriculum).** www.lifebritellc.com

Working with Young Dual Language Learners: The developmental needs of young dual language learners are addressed in this hands-on workshop. Practical strategies for supporting young children and their families will be explored. **Core Of Knowledge (COK) Hours: 3 (Curriculum).**

www.innovationsed.com/

WORDS MATTER: Race, racism, equity, and social justice, 1.2 CEUs (12 hours of training): We have partnered with Loyola University, Maryland to offer a new series designed specifically for online learning! This Community of Practice will meet weekly -online- from 1:30 - 3 PM for 5 weeks. We are offering two cohorts, with the first starting on July 15. This series will cover topics including implicit bias, microaggressions, and diversity in the early childhood setting. For more information and to register see our website

www.innovationsed.com/

To see additional training options that support learning more about equity and inclusion, visit

*. Early Childhood Education Professional Development: Training and Technical Assistance Glossary
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/glossarytraining_ta.pdf