



*Painting by Robert Daniels*

## **Anti-Bias Education:**

**Fulfilling the Vision of All Children Feeling Belonging and Significance**

**Prepared by Soobin Oh**

**October 22, 2019 - 12:30-2:00PM Mt Hood A**

*We would like to acknowledge the land upon which the 2019 COSA Early Learning Conference is being held.*

*The Portland Metro area rests on traditional sites of the Multnomah, Wasco, Cowlitz, Kathlamet, Clackamas, Bands of Chinook, Tualatin, Kalapuya, Molalla, and many other tribes who made their homes along the Columbia River. They have lived on this land since time immemorial.*

*We honor their existence and their ancestors and wish  
for their success in adapting to waves of newcomers to this land.*

—

**Name**

**Role**

**Place of practice**

**Your interest in this session**

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# Norms for our Discussions

Stay Engaged and Listen to Understand

Speak YOUR Truth

Take Great Care with Discomfort

Expect and Accept Non-Closure

No Fixing

Confidentiality

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# We do not yet live in a world...

...where all children have  
equal opportunity to become  
all that they are

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# Three Manifestations of Bias

## Institutional Bias

Tendency of **institutions** to advantage and favor certain groups of people while other groups are disadvantaged or devalued.

*Examples: housing discrimination, wealth inequality, shooting fatalities, educational outcomes*

## Explicit Bias

Attitudes and beliefs of **individuals** about other people or groups of people on a **conscious level**.

*A conscious choice.*

*Ex: hate crimes, racial slurs*

## Implicit Bias

Attitudes and beliefs of **individuals** about other people or groups of people on an **unconscious level**

*Pervasive, belongs in all of us*

*Examples: Speaking slowly to someone with an accent, “mansplaining”*

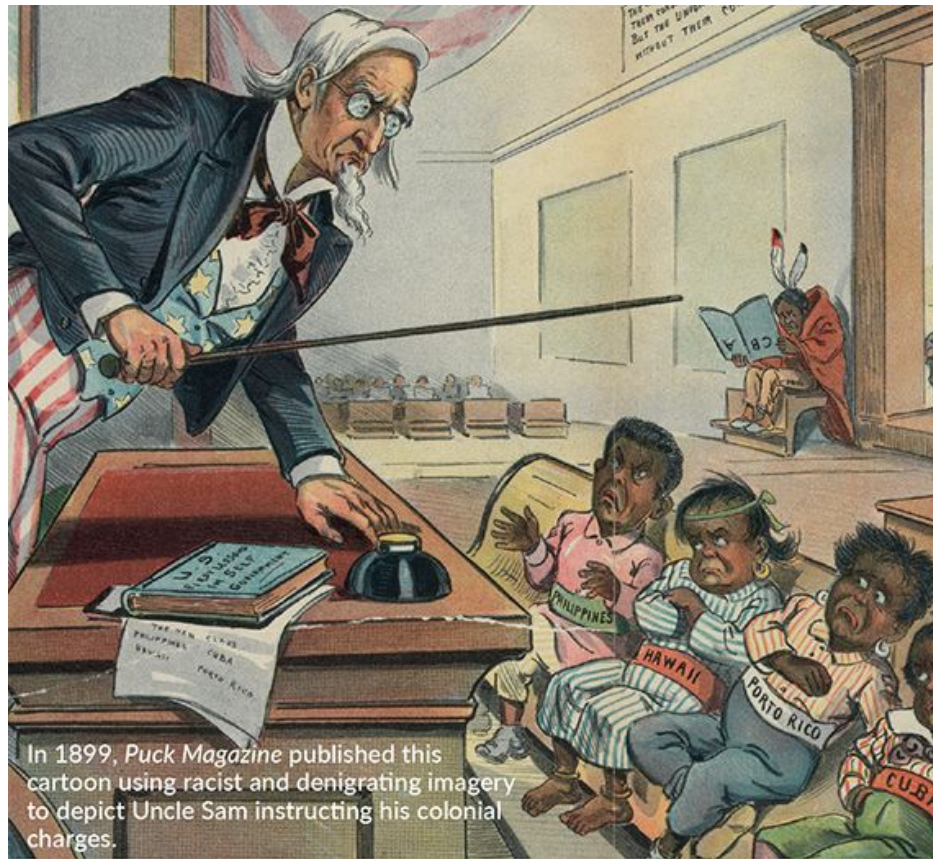
# From deficit to sustaining



Deficit	Difference	Resource	Sustaining
Replace or supplants “inferior” with “superior” cultural practices  Commonly called for “assimilation.”	Equal but different.  Aimed to bridge toward the dominant without maintaining heritage and community practices.	Community and cultural practices seen as resources to honor, explore and extend.	<b>Perpetuate, foster and sustain cultural pluralism as part of the democratic project of schooling</b>

(Paris, 2012)

Culturally sustaining pedagogy - Principles and Practices of Learning



In 1899, *Puck Magazine* published this cartoon using racist and denigrating imagery to depict Uncle Sam instructing his colonial charges.

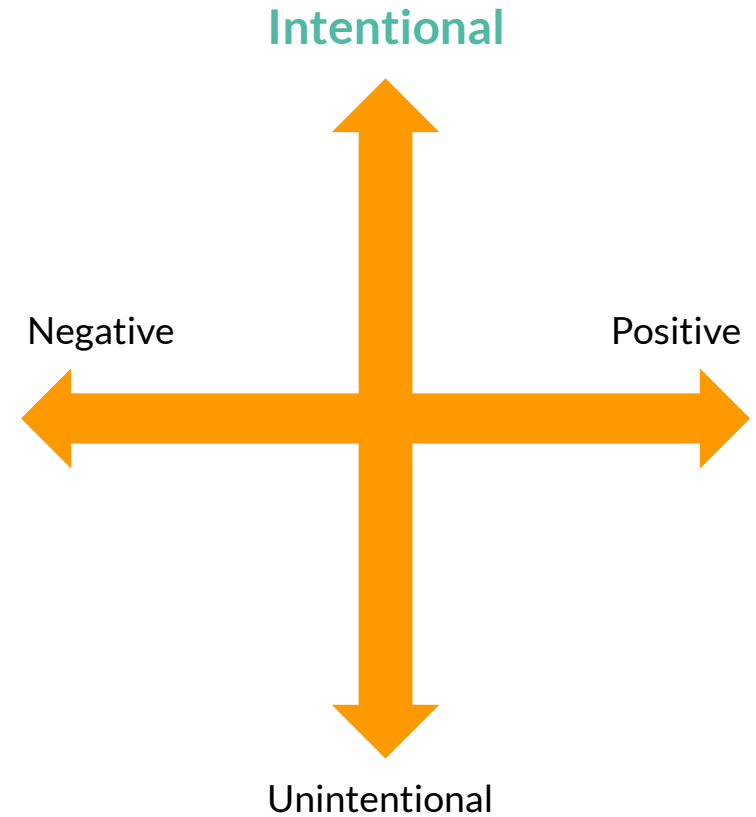
We must actively disrupt the history of our schools' approaches to dealing with difference.



Planned Curriculum (Intended)	Enacted Curriculum (Informal)	Hidden Curriculum (Unplanned, unintended)
Formal curriculum focuses on goals, objectives, subject matter, and organisation of instruction.	Informal curriculum that primarily informs how we tend to social, emotional or moral attitudes and behaviors.*  <i>*Many new frameworks for SEL have become planned curriculum.</i>	What children learn about social conventions, norms, and and personal beliefs that are not covered by other curricula.

(Ornstein & Hunkins, 2014)

“Planned Curriculum”  
“Hidden Curriculum”



Children are grappling with understanding the world whether we are intentionally addressing issues of bias or not.

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# Discussion

Turn to a partner. Think of your life as a student.

What did you learn about yourself, about others, and about the world that was not covered in the curriculum.

Remember our norms.

*Example:*

- *How politics works/didn't work for you.*
- *Talking about race is uncomfortable and should be avoided.*
- *Stories and songs that are considered "classics."*

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No Fixing

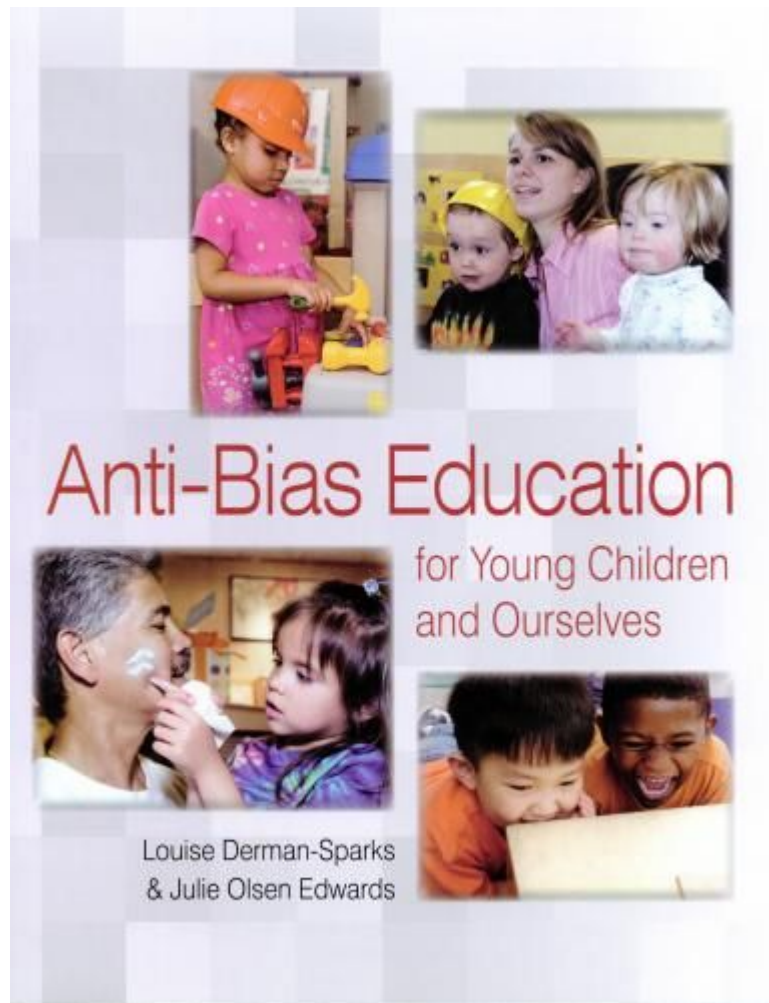
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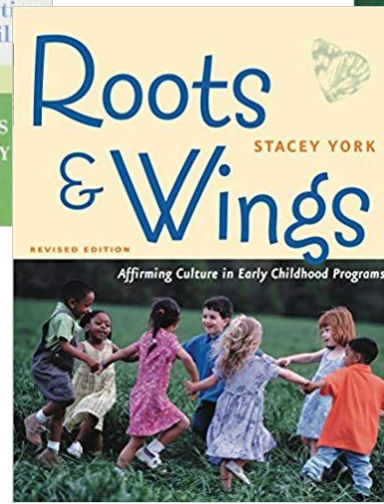
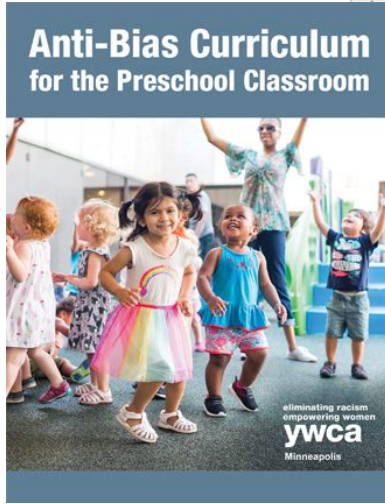
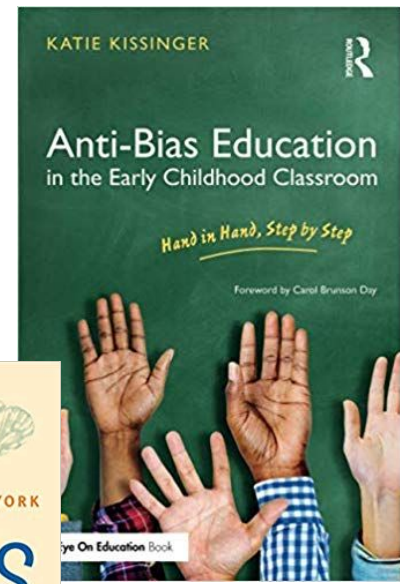
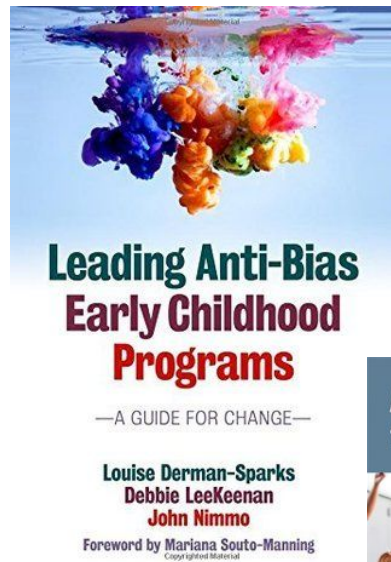
# — Anti-Bias Education Framework

The second best-selling book by  
the NAEYC.

“The heart of anti-bias work is a  
vision of a world in which *all*  
children are able to blossom,  
and each child’s particular  
abilities and gifts are able to  
flourish.”

*The goal is inclusion.*





Anti-Bias Education has been studied and practiced for decades: It is a movement.

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# The Four Anti-Bias Education Goals

## Goal 1 - Identity

Each child will **demonstrate self-awareness**, confidence, family pride, and positive social/group identities.

## Goal 2 - Diversity

Each child **will express** comfort and joy with human diversity, accurate language for human differences, and deep, caring human connections.

## Goal 3 - Justice

Each child will **increasingly recognize** unfairness (injustice), have language to describe unfairness, and understand that unfairness hurts.

## Goal 4 - Activism

Each child will demonstrate a sense of empowerment and the **skills to act**, with others or alone, against prejudice and/or discriminatory actions.

# Social Identities

Social Identities	Dominant Social Identity
Racial Identity	White
Disability	Able-bodied
Gender Identity	Male
Cultural Identity	Born and raised in metropolitan city in United States
Religious Identity	Christian
Sexual Identity	Heterosexual
Socioeconomic Status	Middle and Upper Class
Age	30's to 50's



# Children's Literature

How can we progress anti-bias goals with children's literature?

Strategies:

“Critical” readings with children

Analyzing and selecting books

Building a School Library

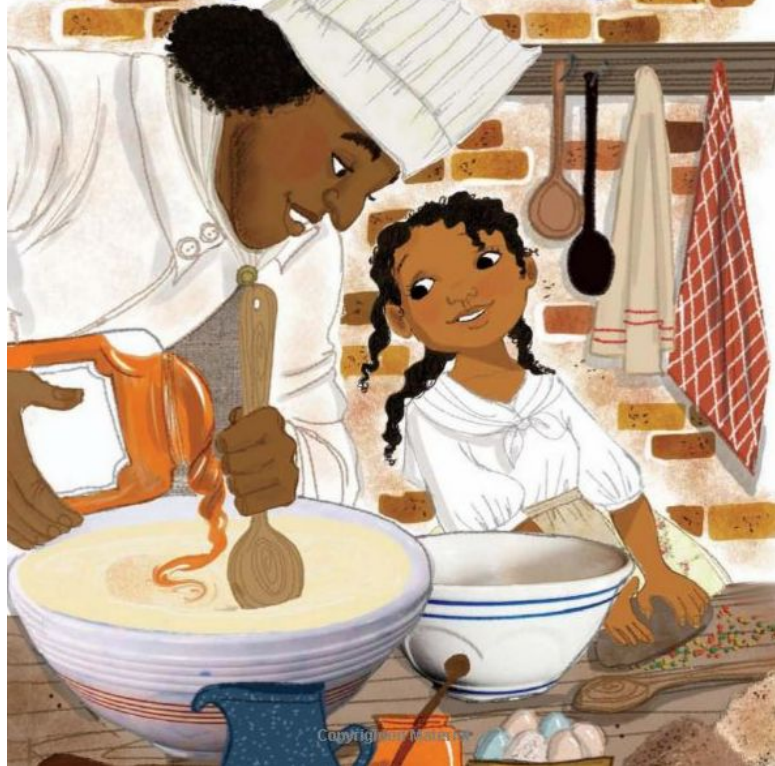
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# Building awareness of institutional and implicit bias in children's literature

BY RAMIN GANESHAM ILLUSTRATED BY JESSICA BRANTLEY-NEWTON

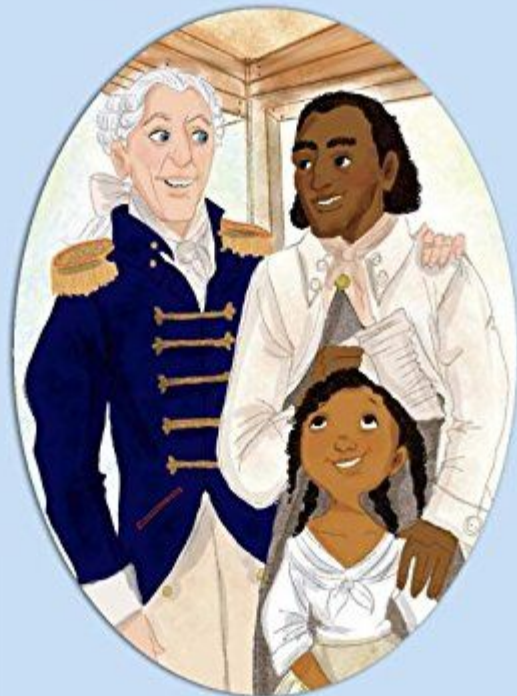
# A BIRTHDAY CAKE FOR George Washington



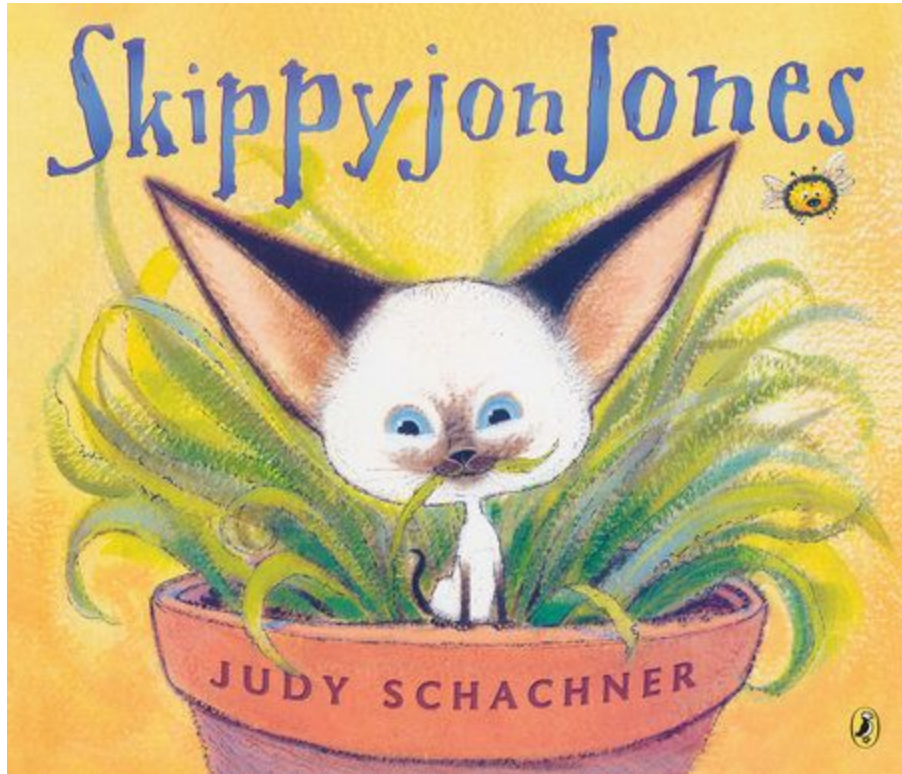
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# Happy Birthday, MR. PRESIDENT!



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*My name is Skippito Friskito.  
(clap-clap)*

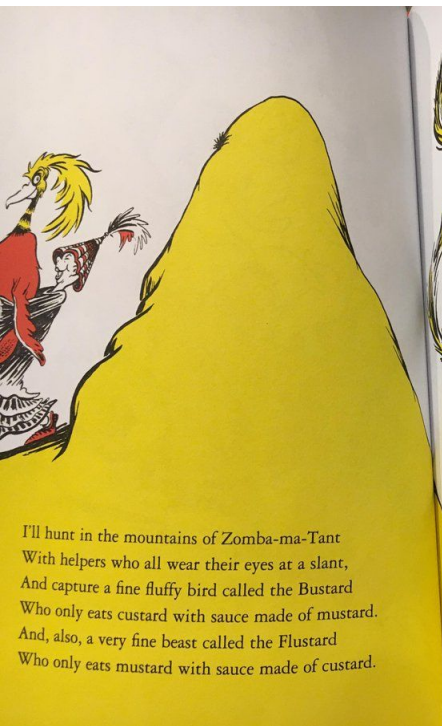
*I fear not a single bandito.  
(clap-clap)*

*My manners are mellow,*

*I'm sweet like the Jell-O,*

*I get the job done, yes indeed-o.*

*-- Skippyjon Jones*



I'll hunt in the mountains of Zomba-ma-Tant  
With helpers who all wear their eyes at a slant,  
And capture a fine fluffy bird called the Bustard  
Who only eats custard with sauce made of mustard.  
And, also, a very fine beast called the Flustard  
Who only eats mustard with sauce made of custard.

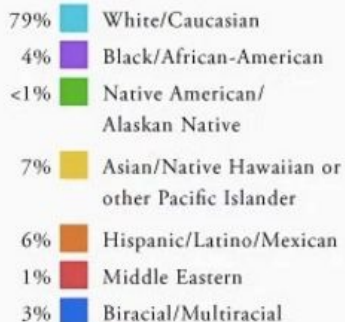
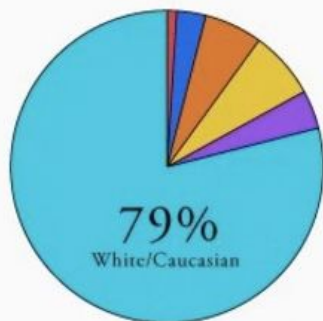


I'll capture them fat and I'll capture them scrawny.  
I'll capture a scraggle-foot Mulligatawny,  
A high-stepping animal fast as the wind  
From the blistering sands of the Desert of Zind.  
This beast is the beast that the brave chieftains ride  
When they want to go fast to find some place to hide.  
A Mulligatawny is fine for my zoo  
And so is a chieftain. I'll bring one back, too.

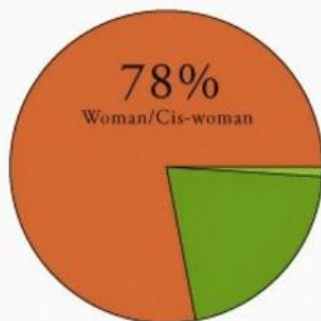


# INDUSTRY OVERALL

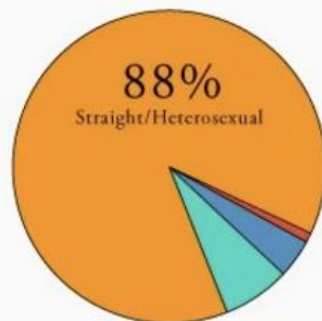
## RACE



## GENDER



## ORIENTATION



## DISABILITY



**Diversity in Publishing 2015**  
*Diversity Baseline Study*  
by Lee & Low Books  
[blog.leeandlow.com](http://blog.leeandlow.com)

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## Why representation matters, an example:

“I grew up in the rural Midwest, and very little that I read, saw, or heard in my classes or in the media represented my reality. There were no buses, subways, or malls where I lived. We were country kids, but not *Little House on the Prairie* country kids. The women that I saw in the media and read about were either urban or suburban, except for those rural women who always rode horses everywhere and lived on farms. I lived in an apartment and had never even been near a horse. My textbooks, the films I watched in class, and even the tests that we took used examples drawn from a totally different set of life experiences. No one "out there" looked or sounded anything like what I saw "back here." The subtle message I received was that the place where I lived didn't matter, and that my experience didn't matter.”

Read more [here on Edutopia](#).

—  
“Young children need caring adults to help them construct a positive sense of self and a respectful understanding of others. They need adults to help them begin to navigate and resist the harmful impact of prejudice and discrimination. A person’s early childhood years lay the foundation for a developmental and experiential journey that continues into adulthood. With appropriate adult guidance, this foundation will be a strong one, providing the base for the next stages of healthy development and the skills a person needs to thrive and succeed in a complex, diverse world.”

*-Louise Derman Sparks and Julie Olsen Edwards*



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# Confronting Stereotypes in Books

Pausing to ask critical questions:

“Do all Latinx people talk this way?”

“Is there anything a boy can do that a girl can’t do? Why do you think that?”

“Do all people live in houses like these?”

- *Questions are open-ended*
- *Children will have uncomfortable theories and responses*

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# Analyzing and Selecting Children's Literature

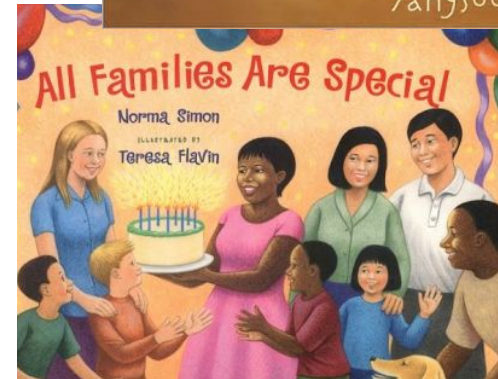
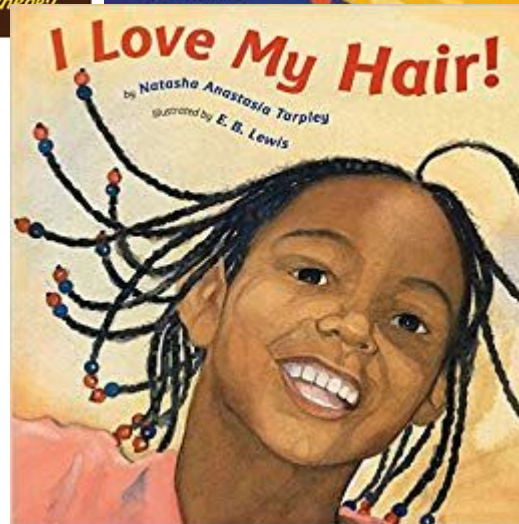
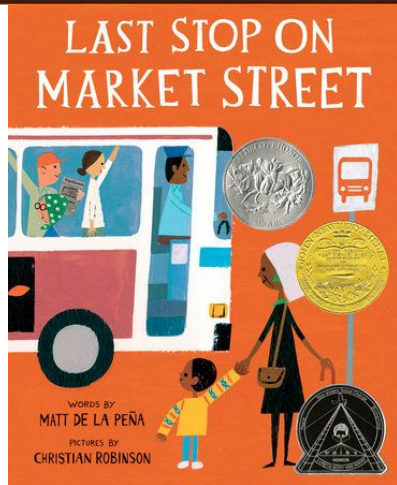
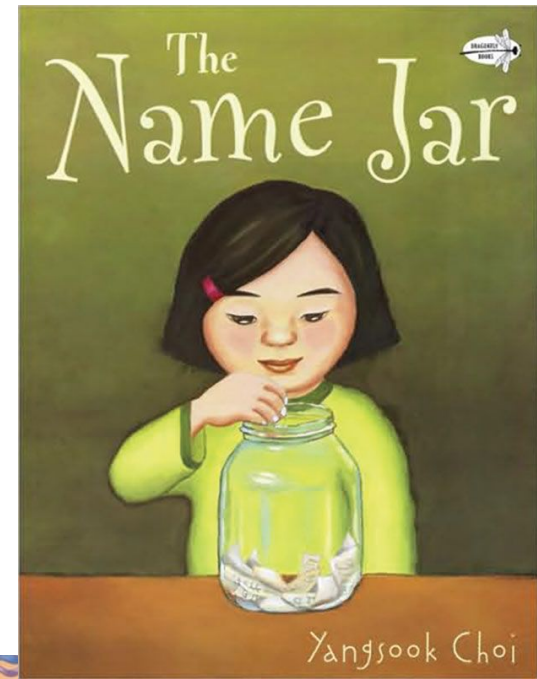
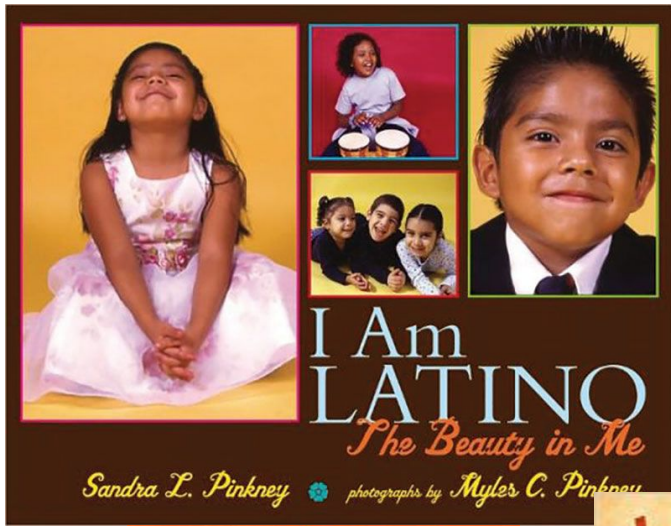
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# Analyzing and Selecting Anti-Bias Children's Books

Look for stereotypes in illustrations	Consider the effects on children's social identities
Look for "tokenism" in illustrations	Look for books about children and adults engaging in actions for change
Look for invisibility across all your books	Consider the author's or illustrator's background & perspective
Check for the relationships between people	Watch for loaded words
Check the story line	Look for hidden messages about different lifestyles

<https://www.teachingforchange.org/selecting-anti-bias-books>

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# Links to Book Lists and More

<https://www.teachingforchange.org/anti-bias-education>

<http://www.childpeacebooks.org/cpb/Protect/antiBias.php>

<https://wowlit.org/links/evaluating-global-literature/10-quick-ways-to-analyze-childrens-books-for-racism-and-sexism/>

<https://www.washingtonpost.com/lifestyle/2018/10/29/many-classic-childrens-books-have-troubling-themes-or-language-should-we-read-them-anyway/>

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# Building a School Library



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# Discussion

Turn to a partner.

How comfortable are you with the idea of critical readings and questions with children?

How do you currently analyze books that enter into your school or classroom?

Do you have an idea you want to try in your own school?

Remember our norms.

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# Persona Dolls

[Use this link for a guide to using  
Persona Dolls](#)

A “child visitor” with a story to tell.

A way to help children explore difficult issues of prejudice and difference.

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Understanding the facts of HIV - See this [link](#).



Discussing gender and exclusion in the classroom - See this link [here](#).



# Persona Dolls in Action



# Celebrating Holidays

Strategies:

Avoid the “Tourist Curriculum”

Holiday (or better yet, cultural)  
studies and projects

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# Avoid the “Tourist Curriculum”



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# The pitfall of the Tourist Curriculum

Is that we only think about or celebrate multiculturalism outside of the formal or “normal” curriculum.

Diversity is treated as exotic - different.

There is an inevitable return back to the “normal” curriculum.

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# “Tourist” Curriculum and Commercialism

Valentine's Day  
FINE MOTOR  
activities



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## Study and immersion is a deeper and less exploitative approach than “tourist” curriculum

### Study and immersion

Difference and diversity is seen as a kind of “cultural wealth” or a “fund of knowledge.”

Anti-bias is interwoven and integrated into classroom life rather than treated as “diversity time.”

*Easiest to address in thematic or project-based structure.*

### “Tourist” approach

Anything outside the dominant social identity is treated as exotic and outside the norm.

Celebration or acknowledgement is treated as a pause or break from “real work.”

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**Can I celebrate  
holidays at all?**

**Yes!**

**And holidays  
can be sources  
for building your  
curriculum, too.**

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# Discussion

Turn to a partner.

What opportunities do I have to immerse my classroom on a study of culture?

What are the challenges of integrating my instruction with Anti-Bias?

Remember our norms.

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# Advocating Within Your Own Program



Anti-Bias Curriculum Engages Preschoolers in Discussions of Diversity and Inclusion

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## Some Links to Follow

<https://www.teachingforchange.org/teaching-about-race>

<https://www.alsc.ala.org/blog/2018/05/talking-with-young-children-0-5-about-race/>

<https://www.naeyc.org/resources/pubs/yc/may2018/teaching-learning-race-and-racism>

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**Thank you!**

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# Privilege

Unearned access to resources (social power) that are only readily available to some people because of their social group membership; an advantage or immunity granted to or enjoyed by one societal group above and beyond the common advantage of all other groups.

Privilege is often invisible to those who have it.

*Defined by National Conference for Community and Justice*

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