

## ELCC 340

### Anti-Bias Education in Child Care

3 credits, 45 hours lecture

This programming course emphasizes the importance of providing curriculum that demonstrates the four goals of Anti-Bias Education. Students are encouraged to recognize their own social and economic biases, and critically examine their program for evidence of human diversity, and develop strategies to promote self-awareness, confidence, family pride and positive social identities. Students will be involved in an action project to implement change in practice.

*Prerequisite: ELCC Certificate or equivalent*

**NOTE: Not available to students with credit in ELCC 308.**

#### Instructor

Veronica Doleman

CC 205 M

780-791-8967

[veronica.doleman@keyano.ca](mailto:veronica.doleman@keyano.ca)

#### Office Hours

Monday 6:00pm – 7:00pm

Wednesday 6:00pm – 7:00pm

Saturday 10:00am – 11:00am

Please set up an appointment with your instructor. Other times may be available based on your needs.

#### Delivery Method and/or Hours of Instruction:

This will be a blended course with approximately 80% online and 20% face-to-face, with the possibility of video-conference participation.

Face – to Face classes: Tuesday's: 6:30- 9:00

Class dates: Jan 7 & 21, Feb 04 & 11

#### Required Resources

Derman- Sparks, L., LeeKeenan, D. & Nimmo, J. (2015). *Leading anti-bias early childhood programs: A guide for change*. New York, NY: Teachers College Press.

Derman-Sparks, L. & Olsen Edwards, J. (2010). *Anti-Bias education for young children and ourselves*. Washington D.C.: NAEYC.

**Course Outcomes**

Upon successful completion of this course, the student shall be able to:

1. Critically evaluate their program with regards to providing an anti-bias curriculum.
2. Develop and implement a plan to become a reflective practitioner who is sensitive and responsive to aspects of diversity.
3. Recognize their own social and economic biases.
4. Analyze and discuss their own anti-bias education practice.
5. Examine the issues surrounding systemic privilege, prejudice and discrimination.
6. Develop and implement an anti-bias curriculum that supports all children’s identities and empowers children to become social justice activists.
7. Connect the issues discovered in the readings, with real situations through linkages to their personal lives.
8. Recognize and address potential conflict that may arise with families, staff and self as part of the change process.
9. Use ‘A Practice of Relationships’ from the Alberta Curriculum Framework to support an anti-biased curriculum.

The class will proceed throughout the semester according to the needs, skills and interests of the group. Each group of people presents a unique blend of personalities and abilities. Accordingly, the course content will reflect the needs and nature of the group and the individuals within the group.

**Evaluation:** *detailed assignment instructions and rubrics will be handed out in class.*

Assignment	Value	Due
<b>Becoming an Anti-Bias Educator Reflections:</b> Using Derman- Sparks, LeeKeenan, & Nimmo, J. and Derman-Sparks & Olsen Edwards texts as well as the Alberta Curriculum Framework, students will be required to complete a series of reflections (6).	35%	Jan 13 Jan 20 (2) Jan 27 Feb 3 Feb 17
<b>Online Activities</b> Complete online activities assigned. Refer to schedule for due dates.	15%	
<b>Assignment 1 - Becoming an Anti-bias Program</b> In preparation to implement an anti-bias program, analyze your own program. Identify the assets, allies, and strengths of your program that will help you in becoming an anti-bias program. Identify obstacles and challenges that may hinder you. Include goals.	20%	Jan 27
<b>Assignment 2 - Anti-bias Curriculum Plan and Implementation:</b> Students will demonstrate their implementation of providing an anti-bias curriculum with planning notes, documentation panels. Students will be expected to share results with class.	30%	Feb 18

*The minimum passing grade for this course is a C- (60%), which is required for progression or transfer.*

**Grading System**

Legend			
Percentage Scale	Alpha Grade	4.0 Scale	Descriptor
94-100	A+	4.0	Excellent
	A	4.0	
90-93	A-	3.7	
86-89	B+	3.3	Good
80-85	B	3.0	
75-79	B-	2.7	
70-74	C+	2.3	Satisfactory
65-69	C	2.0	
60-64	C-	1.7	
56-59	D+	1.3	Poor
50-55	D	1.0	Minimum Pass
0-49	F	0.0	Failure

**Proposed Schedule of Topics**

**Week 1 - Module 1-** Introduction to diversity and anti-bias education (Course Outcomes 1,4)

**Week 2 - Module 2 -** Reflective writing and practice (1, 2, 3, 7)

**Week 3 - Module 3 -** Becoming an anti-bias teacher (1,3, 4, 5, 7)

**Week 4 - Module 4 -** Creating community with educators and families (7, 8, 9)

**Week 5 - Module 5 –** Culture, Equity and Fairness (4, 5, 7)

**Week 6 - Module 6 –** Conflict and Change (5, 6, 8)

**Week 7 – Module 7 -** Leading and Sustaining Anti bias Curriculum (1, 2, 4, 6, 7)

Week/ Module	Topic	Readings	Assessments
1. Jan 6-12	Introduction to diversity and anti-bias education	F2F- Jan 7 Derman- Sparks & Edwards – Chapter 1 Derman- Sparks, LeeKeenan, Nimmo– Chapter 1 Anti-Bias Lessons Help Preschoolers Hold Up A Mirror to Diversity from <a href="https://www.youtube.com/watch?v=s3iM7ylhde0">https://www.youtube.com/watch?v=s3iM7ylhde0</a>	Online discussion post Submit Appendix A
2 Jan 13-19	Reflective writing and practice	Derman- Sparks, LeeKeenan, Nimmo - Chapter 4 Derman- Sparks & Edwards – Chapter 2 <a href="https://www.naeyc.org/resources/topics/anti-bias-education/overview">https://www.naeyc.org/resources/topics/anti-bias-education/overview</a>	Online discussion post Identity web Discussion post on goals
3 Jan 20-26	Becoming an anti-bias teacher	F2F- Jan 21 Derman- Sparks, LeeKeenan, Nimmo - Chapter 2 and 3 Derman- Sparks & Edwards - Chapter 3	Online discussion post Assignment 1 due
4. Jan 27 – Feb 2	Creating community with educators and families	Derman- Sparks, LeeKeenan, & Nimmo - Chapter 5 Derman- Sparks & Edwards - Chapter 4 Read page 49-56 of <i>Flight: Alberta's Early Learning and Care Framework</i>	Online discussion post Group submission – tool to build partnerships with families

5. Feb 3-9	Culture, Equity and Fairness	F2F - Feb 4 Derman- Sparks & Edwards - Chapter 5 Watch Culturally Relevant Pedagogy: YouTube: <a href="https://www.youtube.com/watch?v=nGTVjJuRaZ8">https://www.youtube.com/watch?v=nGTVjJuRaZ8</a>  Read article: <a href="https://www.naeyc.org/resources/pubs/yc/may2016/culturally-responsive-classroom">https://www.naeyc.org/resources/pubs/yc/may2016/culturally-responsive-classroom</a> or <a href="https://www.teachingforchange.org/anti-bias-education">browse https://www.teachingforchange.org/anti-bias-education</a>	Online wiki post Bring book to class to share
6 – Feb 10-16	Conflict and Change	F2F - Feb 11 Derman- Sparks, LeeKeenan, & Nimmo - Chapter 7 <a href="https://www.naeyc.org/resources/pubs/yc/may2015/building-anti-bias-programs">https://www.naeyc.org/resources/pubs/yc/may2015/building-anti-bias-programs</a>	Online discussion post
Feb 18			Assignment 2 is due
7. Feb 24-29	Leading and Sustaining Anti-bias Curriculum	Derman- Sparks LeeKeenan, & Nimmo - Chapter 6, 8, 10	Online discussion posts

**Please Note:**

Date and time allotted to each topic is subject to change.

**Performance Requirements**

**Student Responsibilities**

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

**Student Attendance**

Class attendance is useful for two reasons. First, class attendance maximizes a students’ learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

**Academic Misconduct**

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person’s work as one’s own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work

- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on [ilearn.keyano.ca](http://ilearn.keyano.ca). Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

### Specialized Supports

The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre and Wellness Services, work together to support student success at Keyano College.

**Accessibility Services (CC167)** supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934

**Skill Centre (CC119)** provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 9:00 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

**Wellness Services (CC260)** offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.

**Student Life Department (CC210)** is a place for students to go when they don't know who else can answer their questions. The staff will help students navigate barriers to success and if they don't know the answer, they will find it out. Student success is directly affected by how connected a student feels to their college. The student life department is there to help students get connected.

**Please watch your Keyano email for workshop announcements from our Student Academic Support Services team.**