

## September 2020 Coaching Corner Useful Definitions

**Anti-Bias Education:** 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<sup>1</sup>

**Anti-Racism:** Active process of identifying and challenging racism, by changing systems, organizational structures, policies and practices, and attitudes, to redistribute power in an equitable manner<sup>2</sup>.

**Bias:** Attitudes or stereotypes that favor one group over another<sup>3</sup>

**Equitable Learning Opportunities**—Learning opportunities that not only help each child thrive by building on each one's unique set of individual and family strengths—including cultural background, language(s), abilities and disabilities, and experiences—but also are designed to eliminate differences in outcomes that are a result of past and present inequities in society<sup>3</sup>

**Equity:** The state that would be achieved if individuals fared the same way in society regardless of race, gender, class, language, disability, or any other social or cultural characteristic. In practice, equity means all children and families receive necessary supports in a timely fashion so they can develop their full intellectual, social, and physical potential<sup>3</sup>

**Explicit Bias:** When a person is very clear about his or her feelings and attitudes, and related behaviors are conducted with intent. This form of bias is expressed through deliberate and intentional actions, behaviors, and words intended to ensure the recipient is aware the individual perpetuating the action holds a negative view of them, often based solely on things like race, gender, socio-economic status, sexual orientation, disability, etc<sup>5</sup>

**Implicit Bias:** Attitudes, stereotypes, and beliefs that we hold that unconsciously affect how we see and treat others<sup>4</sup>

**Inclusion**—Embodied by the values, policies, and practices that support the right of every infant and young child and their family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to help them reach their full potential. Although the traditional focus of inclusion has been on addressing the exclusion of children with disabilities, full inclusion seeks to promote justice by ensuring equitable participation of all historically marginalized children<sup>3</sup>

<sup>1</sup> Anti-Defamation League (ADL)

<https://www.adl.org/education/resources/glossary-terms/what-is-anti-bias-education>

<sup>2</sup> Center for the Study of Social Policy

<https://cssp.org/wp-content/uploads/2019/09/Key-Equity-Terms-and-Concepts-vol1.pdf>

<sup>3</sup> NAEYC Advancing Equity in Early Childhood Education Position Statement: Definitions of Key Terms

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

<sup>4</sup> Preventing Suspensions and Expulsions in Early Childhood Settings

[https://preventexpulsion.org/glossary/implicit-bias/#\\_ftnref1](https://preventexpulsion.org/glossary/implicit-bias/#_ftnref1)

<sup>5</sup> The Look

<https://us.pg.com/talkaboutbias/>