**­­Equity and Inclusion Reflection Tool**

|  |  |  |  |
| --- | --- | --- | --- |
| **Self-Audit** | **Agree/**  **Disagree** | **if agree, what is an example of how you do that?** | **If disagree, what might you try to MOVE toward agreement?** |
| 1. I uphold the unique value and dignity of each and every child and family. |  |  |  |
| 1. I recognize each and every child’s unique strengths and support the inclusion of all children – given differences in culture, family structure, language, racial identity, gender, abilities, and economic class. |  |  |  |
| 1. I develop trusting relationships with each and every child that build on their knowledge and skills. |  |  |  |
| 1. I consider the developmental, cultural, linguistic, and individual appropriateness of the learning environment and my teaching practices for each and every child. |  |  |  |
| 1. I involve children, families, and the community in the design and implementation of learning activities. |  |  |  |
| 1. I actively promote children’s agency (e.g., provide opportunities for rich, engaging play; support learning across all areas of development and curriculum). |  |  |  |
| 1. I scaffold children’s learning to achieve meaningful goals. |  |  |  |
| 1. I design and implement learning activities using language(s) that the children understand. |  |  |  |
| 1. I recognize and am prepared to provide different levels of support to different children depending on what they need. |  |  |  |
| 1. I consider how my own biases (implicit and explicit) may be contributing to my interactions and relationships with particular children and families. |  |  |  |
| 1. I use multi-tiered systems of support. |  |  |  |

Adapted from the NAEYC position statement *Advancing Equity in Early Childhood Education* (p. 4-6)[**https://www.naeyc.org/resources/position-statements/equity-draft**](https://www.naeyc.org/resources/position-statements/equity-draft)