

MODULE 1 ASSESSMENT

This topic has been developed with Laura Henry-Allain MBE, award-winning international storyteller, educationalist, producer, and consultant. This course will support your knowledge and understanding of inclusivity and anti-racism in the Early Years.

The following assessment will support you in auditing the environment and interactions in your setting to ensure there is an inclusive ethos within your setting. You will be able to demonstrate that the information you have listened to has embedded, and your answers will help you to support and empower diverse families.

QUESTION 1

In relation to Anti Race practice could you please describe why it is not appropriate to use the term 'I/we do not see colour'

QUESTION 2

What are some key tips that can encourage practitioners to be confident to raise issues around inclusive practice and inclusion?

MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

Podcast Guest Laura wrote a book for Early Years children called 'My skin, Your skin' Could you please identify why sharing books supports children with their understanding of inclusivity and differences?

QUESTION 4

Please summarise why training for Early Years practitioners is so important to encourage inclusive practice and ethos?

QUESTION 5

Could you please identify the first steps you could implement in your setting to review and improve your inclusive approach?



MODULE 2 ASSESSMENT

QUESTION 1

Could you please identify practical ways for educators to promote anti racism in their settings.

QUESTION 2

Please identify in which areas of your setting and practice you need to consider anti racism?

QUESTION 3

In Early Years settings, as educators we follow the children's interests, however why is it important to direct children in their play in relation to anti race practice?





MODULE 2 ASSESSMENT CONTINUED

QUESTION 4

As an educator auditing and reviewing resources and books in relation to anti race practice is vital why is this and what should you consider when auditing?

QUESTION 5

Please describe why it is so important to involve families when adopting an anti race inclusive ethos and give some examples of way to encourage families for their involvement and participation?



MODULE 3 ASSESSMENT

QUESTION 1

Why is representation within the environment important?

QUESTION 2

Why is representation in resources throughout your continuous provision important?



MODULE 3 ASSESSMENT CONTINUED

QUESTION 3

Please could you explain why having racial representation among educators is also important?

QUESTION 4

Why is it important to educate children on inclusivity and diversity in the Early Years?

QUESTION 5

Following on from the previous question, could you please now describe why education is a key part of changing perceptions and challenging racism?





MODULE 4 ASSESSMENT

QUESTION 1

Why is it important as an educator to support and empower diverse families? Could you also please include an example of how to navigate implementing this support and empowerment?

QUESTION 2

When a child starts at your setting, understanding the family dynamics is crucial to ensure you can represent and support a child's self identity, could you please explain how you can seek this information and then implement appropriate representation?

QUESTION 3

Community involvement is beneficial, could you please research your local area and describe ways in which you could engage the wider community and what benefit this may have to your children?



MODULE 4 ASSESSMENT CONTINUED

QUESTION 4

From an early age children have formed attitudes towards children different from themselves, as an educator how can you influence these attitudes?

QUESTION 5

In the podcast episode Shaddai asked Kerry the following: If she was prime minister what change she would implement for children and families to enhance their experiences in the early years. If you were prime minister what change would you wish to implement?



REFLECTION SECTION

From listening to all 4 episodes and completing all assessments as part of this module, it is now time to highlight the key takeaways and knowledge you have gained from this Continuous Professional Development module.

Key areas to reflect on:

- *What have you learnt and how this will impact your practice?*
- *What changes you intend to make in your setting from the knowledge you have gained from this module?*
- *What is the desired impact of the changes you intend to make for the children?*

Please also ensure to give a copy of this assessment including your reflection section to your senior leader, this is a key part of Ofsted 3 I's when reviewing, reflecting and making changes and will support you in your next inspection.





REFLECTION SECTION CONTINUED

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ANSWER SHEETS



MODULE 1 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

In relation to Anti Race practice could you please describe why it is not appropriate to use the term 'I/we do not see colour'?

- When you say that you "don't see colour," what you're saying is that you're unwilling to acknowledge that people have different lived experiences based on the colour of their skin.
- Not seeing colour means that you do not recognise a child for who they are.
- By 'not seeing colour' as an educator you fail to prepare children to enter a world who will see their colour as a factor to their success and abilities.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

What are some key tips that can encourage practitioners to be confident to raise issues around inclusive practice and inclusion?

- Senior leaders need to be discussing anti race practice and inclusivity in supervisions and team meetings to support practitioners in building their confidence to challenge issues and bias.
- Encourage training and CPD based on inclusivity and inclusion.
- Audit the environment and interactions to ensure there is an inclusive ethos within your setting.
- Following on from the audit create an action plan which includes what steps you will take, your success criteria, milestones, staff responsibilities and resources that will be needed. This provides a clear accountability process.

MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Podcast Guest Laura wrote a book for Early Years children called 'My skin, Your skin' Could you please identify why sharing books supports children with their understanding of inclusivity and differences?

- Sharing books and stories is not only important for building your child's vocabulary but is a great way to expose them to new concepts such as inclusion. It is never too early to include books that discuss inclusion in your settings reading rotation
- It's important that children see themselves and each other in the books they read.
- Books can act like both mirrors and windows on the world. Mirrors in that they can reflect on children's own lives, and windows in that they can give children a chance to learn about someone else's life, giving children opportunities to read or hear about different lives is essential for encouraging an inclusive ethos.

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

Please summarise why training for Early Years practitioners is so important to encourage inclusive practice and ethos?

- Regularly updating training and CPD is highly important when working in the early year's sector to ensure the team continuously refresh their skills to ensure inclusive practice is demonstrated.
- Ofsted want to see how staff training and development has an impact on the setting and the children's learning and development. Therefore information from training sessions can help retain quality practice.
- Educators play a central role in welcoming and teaching all children, regardless of their background, ability and identity. Practitioners need specific skills to adapt teaching to learners' diverse needs.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Could you please identify the first steps you could implement in your setting to review and improve your inclusive approach?

- Conversations – Talking to your team, leaders and families is important to encourage a shared ethos.
- Reflection – Reflecting individually and as a team, celebrate successes but also discuss areas for improvement in relation to inclusion.
- CPD and training – Ensuring practitioners are given the tools to learn and develop supports their individual development which in turn develops the ethos and practice within the setting.
- Auditing – Auditing the environment, practice and interactions will support you in knowing where and what changes need implementing.

MODULE 2 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Could you please identify practical ways for educators to promote anti racism in their settings.

- Review and adapt the posters, pictures, books, music, resources, dolls and other materials to ensure they are diverse in terms of race, ethnicity, faith, gender, age, family situations, disabilities, etc.
- All of the team need to be self aware and think about their own day-to-day responses, strategies and practices, creating a culture of reflection, language and attitudes
- Training and team discussions are important as discrimination can be unconscious and difficult to spot so awareness is key.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Please identify in which areas of your setting and practice you need to consider anti racism?

- You cannot look at any area of your setting, environment, practice, interactions and/or resources without considering anti racism. Anti racism should be embedded across all areas of your early years setting and practice.

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

In Early Years settings, as educators we follow the children's interests, however why is it important to direct children in their play in relation to anti race practice?

- Children need an invitation and to occasionally be guided in discussions and play as without that explicit discussion about difference, children can learn particular stereotypes - We as educators have an active role and responsibility to play and inviting children to learn about differences in the positive way and guiding them through books and resources is necessary.

MODULE 2 ASSESSMENT CONTINUED

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

As an educator auditing and reviewing resources and books in relation to anti race practice is vital why is this and what should you consider when auditing?

- Resources and books could have imagery and terminology that is anti – black and/or discriminatory therefore reviewing these and their appropriateness is vital in adopting an anti race ethos and practice.

You should consider when auditing:

- If your books and resources reflect the diversity in society?
- If you have resources from other places and cultures, which reflect the world we live in?
- Does your setting have resources that reflect the diversity of the children in your setting and the local community?

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Please describe why it is so important to involve families when adopting an anti race inclusive ethos and give some examples of way to encourage families for their involvement and participation?

- Parents and carers play a vital role in helping their children and young people understand race, racism and its impact that is why it is important to have families be in partnership with your ethos and approach. Ensuring newsletter and information to parents highlights your ethos and actions so parents are aware and informed continuously giving them opportunities to become involved.

Ways to encourage families for involvement and participation could be as follows:

- Consult with parents to find out if the setting is inclusive and welcoming for them and their child
- Ensure families feel they can always make their feelings, views and opinions known to the staff, and that these will be dealt with respectfully and taken seriously.
- Build relationships with a diverse mix of families and people from the local community.
- Welcome all families and people from the community to share their experiences and culture.
- Encourage parents and families to share their cultural backgrounds and to celebrate customs and festivals with others in the setting without placing any pressure on them to do this.
- Ask parents, carers and staff what events and activities happen in the community and find ways of being involved.
- Make sure your setting offers a welcoming, safe space for families and generate community participation.

MODULE 3 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Why is representation within the environment important?

- It is important to accurately reflect our culturally diverse society so that all children learn about the society in which they live; to foster respect for other cultures and to ensure that children from minority ethnic groups are able to relate to their environment

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Why is representation in resources throughout your continuous provision important?

- Ensuring cultures and ethnic backgrounds are represented in resources empowers and promotes self identity and enables children to see themselves irrespective of their disability, gender and/or race.
- By providing inclusive representation in resources supports children to have awareness that there are differences within the community and wider world they live in.
- Resources and books need to demonstrate differences in terms of disability, same sex families, varied cultural and ethnic backgrounds

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Please could you explain why having racial representation among educators is also important?

- Educators from varied cultural and ethnic backgrounds, through their identity, do bring specific life experiences and strengths that benefit children
- Children benefit from educators from varied backgrounds as exposure to individuals from all walks of life can reduce stereotypes, prevent unconscious bias, and prepare students to succeed in a diverse society.

MODULE 3 ASSESSMENT CONTINUED

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

Why is it important to educate children on inclusivity and diversity in the Early Years?

- Children who learn about diversity and cultural awareness have better social skills, increased confidence and are often more accepting of people who are different from themselves
- teaching diversity, you'll be helping children to develop a multitude of valuable attitudes and transferable skills such as acceptance, inclusion and equality.
- Educating children in diversity increases creativity, encourages open-mindedness and provides a wealth of opportunities.
- It lays down the foundations for an inclusive society that embraces differences.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Following on from the previous question, could you please now describe why education is a key part of changing perceptions and challenging racism?

- Education is one way of ensuring racist attitudes do not progress into children of the next generation. Children are not born with discriminatory attitudes. Racism is a learnt behaviour which tends to derive from negative environments and biases that have been passed down from generations.
- Education on the nature and implications of racism, with discussions on equality, respect and tolerance, needs to begin early and continue throughout a child's development
- As soon as children start to become aware of cultural differences (and before they are exposed to negative stereotypes) we should be appropriately educating them on the importance of cultural diversity - This will give them a well-rounded and balanced view on ethnicities, cultures, skin colours and more, meaning they'll have counter-arguments against racism from the get-go.

MODULE 4 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Why is it important as an educator to support and empower diverse families? Could you also please include an example of how to navigate implementing this support and empowerment?

- It is important to recognise uniqueness and diversity of every family, families need to feel included within society as a whole and that their family is acknowledged irrespective of how diverse they are.
- Communication is key, discussing with families, learning and listening to the ideas families bring on representing their culture and/or diversity.
- Celebrating differences in families empowers them, this is why representation is so important across your setting, in practice and through your interactions and ethos.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

When a child starts at your setting, understanding the family dynamics is crucial to ensure you can represent and support a child's self identity, could you please explain how you can seek this information and then implement appropriate representation?

- Information and 'getting to know' documents are important as the information families provide in these documents and at settling in sessions enable practitioners to ensure the child's family, background and differences are represented and celebrated across the setting.

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Community involvement is beneficial, could you please research your local area and describe ways in which you could engage the wider community and what benefit this may have to your children?

- Children learn not only in the family and in their setting but also from engaging with their local neighbourhood. They will learn from the wider community when they are a part of it, and settings play an essential role right at the heart of the community.

In my area to enhance the sense of community I could:

- Involve children and parents in planting a tree or working together in any other activity within the community
- Involve the children in making handmade cards for children in hospital or residents of the local care home
- Take part in fundraisers and charity events and invite parents and children
- Build strong relationships with parents so they can support their children in community activities.
- Engage with local cultural organisations and/or charities to seek partnership and guidance on correct representation.

MODULE 4 ASSESSMENT CONTINUED

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

From an early age children have formed attitudes towards children different from themselves, as an educator how can you influence these attitudes?

- Support children to be curious about people around them, to see and understand similarities and differences. In this way children will be curious and respectful about others and become a positive member of a diverse world.
- Children need to be able to form positive relationships, especially with other people who do things differently to themselves and their family. Children's natural curiosity needs to be nurtured, nourished and extended to include their friends in the setting.
- The diverse world should be integral to everyday practice, as well as the celebrations of religious days, visitors and visits. Make sure your setting reflects the diverse world to positively influence children's attitudes, perceptions and acceptance.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

In the podcast episode Shaddai asked Kerry the following: If she was prime minister what change she would implement for children and families to enhance their experiences in the early years. If you were prime minister what change would you wish to implement?

- Financial investment in the sector.
- Access to training and qualifications.
- Gender equality
- Increase community support and hubs.
- Inclusive ethos across society.