

Broadening and Deepening Our Understandings of Quality

Working Toward Inclusion and Equity Halifax 2007



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Re-defining equity and inclusion Policy and ECE Training Considerations

- Integrative anti-racist and critical research methodology
- Addresses the intersections of race, citizenship, gender, sexuality, language and social class



Re-defining equity and inclusion Policy and ECE Training Considerations

- Early childhood training programs place a heavy emphasis on “anti-bias” program practices
- superficial recognition of differences based on race and ethnicity



Re-defining equity and inclusion Policy and ECE Training Considerations

- Limited discussion on the existence of racism, homophobia or class issues being addressed in curriculum content
- Evaluation of policy development should be done with a critical education lens



Quality and Family Values

- Building Bridges: Lesbian, Gay, Bisexual, Transsexual, Transgender and Queer Families in Early Childhood Education
- Need to broaden definition of inclusion and diversity
- Growing community needs - embed rights and responsibilities in all policy areas



Equity and Inclusion in Human Resources

- Program directors have to show leadership to create safety and policies that are anti-oppressive
- ECE training programs have to be the first place to discuss the presence of LGBT families and staff
- Personal life of ECE staff is silenced due to fear of homophobia



Access to the ECE Field

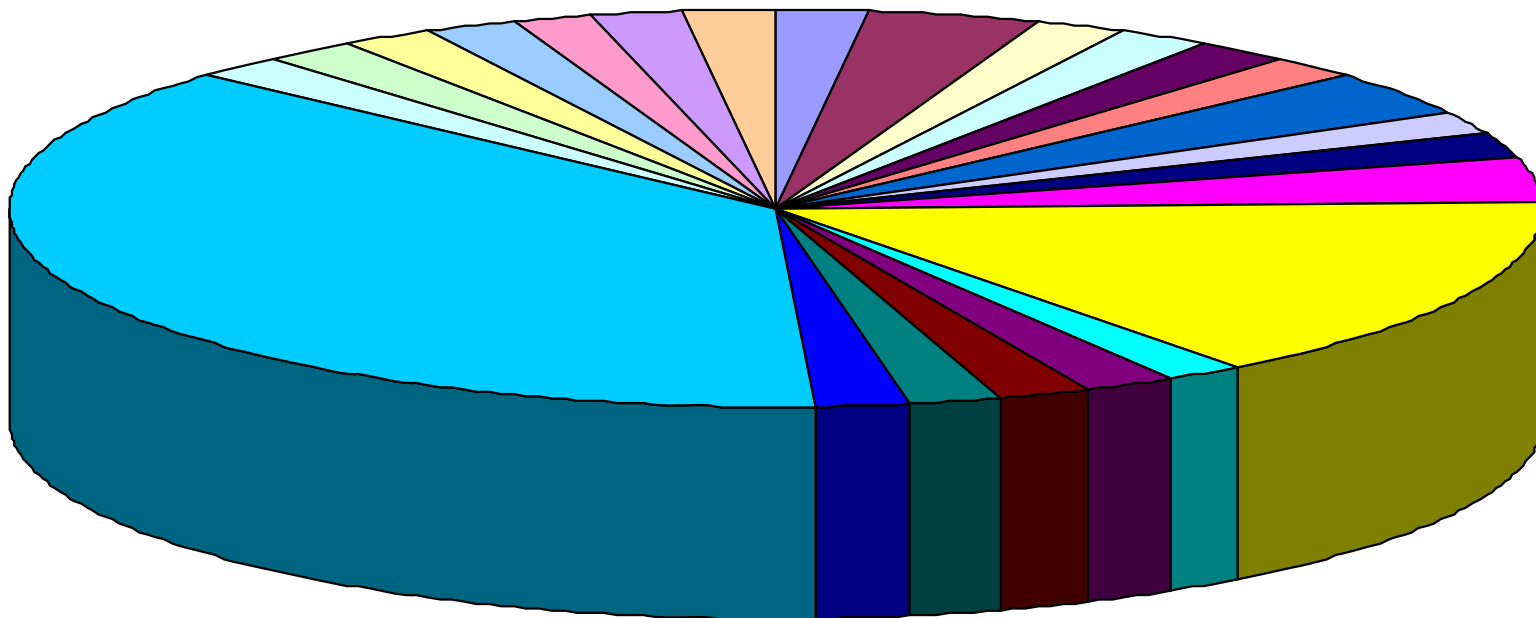
- To provide an educational pathway to credential recognition of Internationally Trained ECE'S
- Canadian work experience for IT Educators
- Alleviate staff shortage in the Early Childhood education field



Access Student Profile

- Preliminary entrance survey of two cohorts indicates student history (53 participants)
- Country of Origin: India, Pakistan, Ecuador, Albania, Philippines, Sri Lanka, Jamaica, Russia, Ukraine, Israel

Country of Education



- Yemen
- USA
- Ukraine
- UK
- Turkey
- Trinidad
- Serbia
- Russia
- Poland
- Phillipines
- Pakistan
- Nigeria
- Mauritius
- Lebanon
- Jamaica
- Israel
- India
- Honk Kong
- Ecuador
- Croatia
- China
- Bulgaria
- Brazil
- Albania



Access Student Profile

- Majority in Canada less than three years
- Majority completed undergraduate degree
- 4 completed graduate degree



5 year Career Goals of ACCESS students

- Special Needs Specialist
- Operate Private Daycare
- Enroll in PHD program
- Kindergarten Teacher
- Early Childhood Educator
- ECE College Instructor
- Centre Supervisor
- ESL Teacher



ECE in the Canadian Context

- First course in the Bridging Program
- Integration of diversity
- Play as a vehicle for early learning
- Professional opportunities
- Balance formal and cultural knowledge with new expectations in Canadian context



Challenges to Access Program

- Knowledge transformation based on “Canadian” values
- Integration of valuable cultural and educational knowledge brought forth by new experts in ECE



Future Directions

- Ongoing evaluation and further development of the program
- Examine any systemic barriers experienced by this group of educators



Future Directions

- How will formal and cultural knowledge be integrated into ECE practice?
- Will they experience any systemic barriers to career success?
- ECE pedagogy shift away from “developmentally appropriate practice”
- Re-define inclusion within a critical integrative framework



Contact Information

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www.childcareontario.org

Building Bridges: LGBTQ Families in ECE

www.aeceo.ca - Access to ECE Field

Janmohamed, Z. (2005) Rethinking Anti-bias Approaches in Early Childhood Education: A Shift Toward Anti-Racism Education. New York: Peter Lang Publishing