



7TH ANNUAL

Summer Institute

WORKBOOK

JUNE 23-25, 2025




TABLE OF CONTENTS

1. EQUITY GRAPHIC
2. DAY 1 REFLECTION
3. DAY 1 REFLECTION
4. TRUTH GRAPHIC
5. DAY 2 REFLECTION
6. DAY 2 REFLECTION
7. CARE GRAPHIC
8. DAY 3 REFLECTION
9. DAY 3 REFLECTION
10. SUMMER INSTITUTE RESOURCES
11. RECOMMENDED READING LIST
12. RECOMMENDED READING LIST


NOTE: RIGHT CLICK TO OPEN ANY RESOURCE ON PAGE 10.

TEACHING EQUITY


WITH YOUNG CHILDREN




Include diverse picture books in your lessons and classroom.




Be willing to have hard conversations about complex topics.



Reflect on your own experiences of race, gender, and sexuality and how they may influence your practice.



Center marginalized students by disrupting deficit narratives.



Critically examine your curriculum.

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EMBRACING EQUITY IN ECEC AS A FORM OF RESISTANCE



Rosemarie Allen

Founder and CEO of
the Center for Equity
and Excellence



Nancy Carlsson-Paige

Co-Founder and President
of Defending the Early
Years



Peter Rawitsch

Co-Founder of Love Our
Children North
Carolina



Jennifer Keys Adair

Director of the Agency
and Young Children
Research Collaborative at
UT Austin

MODERATOR: Denisha Jones, Executive Director, DEY



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DAY 1: JUNE 23TH, 2025 4-6PM EDT

DAY 1 - EMBRACING EQUITY

WHAT DOES EQUITY MEAN TO YOU?

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DAY 1 - EMBRACING EQUITY

HOW DOES TEACHING EQUITY FOSTER COLLECTIVE EMPOWERMENT?

6 FACTS ABOUT TRUTH IN EDUCATION

01.

Nearly half of all public school children are affected by laws that forbid honest education about racism.

<https://crtforward.law.ucla.edu/new-crt-forward-report-highlights-trends-in-2021-2022-anti-crt-measures/>

02.

2 out of 3 U.S. teachers report self-censoring discussions on race, gender identity and sexuality.

<https://www.the74million.org/article/new-study-two-thirds-of-teachers-censor-themselves-even-when-they-dont-have-to/>

03.

Only 27% of Americans say that the history they were taught in school reflected a full and accurate account of the role of African Americans in the U.S.

<https://poll.qu.edu/poll-release?releaseid=3836>

04.

As of 2022, lawmakers in 28 states have adopted at least one anti-CRT measure at the state level.

<https://crtforward.law.ucla.edu/new-crt-forward-report-highlights-trends-in-2021-2022-anti-crt-measures/>

05.

One-third of introduced state legislative measures specifically withholding funding as a consequence for violation.

<https://crtforward.law.ucla.edu/new-crt-forward-report-highlights-trends-in-2021-2022-anti-crt-measures/>

06.

Fewer than 30% of LGBTQ+ students report that their classes include any LGBTQ-related topics.

<https://www.chalkbeat.org/2022/10/25/23421548/lgbtq-students-mental-health-school-safety-survey/>

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DIVERSITY IS NOT DIVISIVE: TEACHING TRUTH TO PROMOTE INCLUSIVITY IN THE EARLY YEARS



Jesse Hagopian
Author of *Teach Truth*



Takiema Bunche Smith
Founder and CEO of
Anahsa Consulting



Ki Gross
Founder and Creator of
Woke Kindergarten



"Mama" Fela Barclift
Founder of Little Sun
People Community
Child Care Center

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DAY 2: JUNE 24TH, 2025 4-6PM EDT

DAY 2 - TEACHING TRUTH

WHAT DOES IT MEAN TO TEACH TRUTH?

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DAY 2 - TEACHING TRUTH

WHAT ARE SOME CHALLENGES TO TEACHING TRUTH? HOW CAN YOU OVERCOME THESE CHALLENGES?

REFLECTING ON CARE

FOR THE ENVIRONMENT

01.

Care and Worth

1. How is what we value measured?
2. How do we count relational ways of being and measure what is life sustaining?



Care and Reciprocity

1. How do we teach babies, toddlers, and young children with reciprocity?
2. How do we see our kinship with bugs, plants, mosses, trees, oceans, rocks, earth?



02.

Care and Time

1. How does time, presence, attention and noticing support kinship with the planet?
2. How can pace and rest be our regenerative reciprocal pedagogy and practice?



03.

Care and Love

1. How does a commitment to loving children and loving the planet guide us?
2. How do we reclaim love as the starting point for environmental education?



04.

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FOSTERING CARE FOR THE ENVIRONMENT IN YOUNG CHILDREN: AN EDUCATOR'S APPROACH TO CLIMATE CHANGE



Carol Garboden Murray

Director of the
Wimpfheimer Nursery
School at Vassar College



Rukia Rogers

Founder and Curriculum
Director of The
Highlander School



Monica Wiedel-Lubinski

Founding Executive
Director of Association for
Nature-Based Education



Judith Van Hoorn

Professor Emerita at
University of the
Pacific

MODERATOR: Denisha Jones, Executive Director, DEY



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DAY 3: JUNE 25TH, 2025 4-6PM EDT

DAY 3 - CARE FOR THE ENVIRONMENT

HOW DO WE TEACH CARE IN OUR CLASSROOMS?

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DAY 3 - CARE FOR THE ENVIRONMENT

WHAT ARE SOME WAYS YOU COULD TEACH CARE FOR THE ENVIRONMENT?

Summer Institute Resources

NOTE: RIGHT CLICK TO OPEN ANY RESOURCE.

Equity Principles and School Reform: What it Takes to Ensure that “All Means All” (A. Solís, Intercultural Development Research Association)

Equity Challenges Continue (B. Scott & J.D. Cortez, Intercultural Development Research Association)

We Should Not Kid Ourselves: Excellence Requires Equity (B. Scott, Intercultural Development Research Association)

DEY Healthy Identity Development Framework (D. Jones & A. Lamar, Defending the Early Years)

School Suspensions Are An Adult Behavior (R. Allen, TEDx Talks)

Start With Equity: 14 Priorities to Dismantle Systemic Racism in Early Care and Education (Children's Equity Project)

The Invisible Curriculum of Care (C.G. Murray, Child Care Exchange)

What Does it Mean to Care? (C.G. Murray, Child Care Exchange)

Zinn Education Project Teach Climate Justice Campaign

Our House is On Fire – Time to Teach Climate Justice (B. Bigelow, Zinn Education Project)

Tracking the Attack on Critical Race Theory (CRT Forward)

Too Young to Suspend: Protecting North Carolina’s Youngest Learners from Early Grade Suspension (Education Justice Alliance and Duke’s Children’s Law Clinic)

General Recommended Reading List

Neitzel, J. C., Mead, E., White, A., LaForett, D. R., Perry, J., Iruka, I. U., ... & Gilliam, W. (2023). *The Handbook of Racial Equity in Early Childhood Education*. Paul H. Brookes Publishing Company.

Hagopian, J. (2025) *Teach Truth: The Struggle for Antiracist Education*. Haymarket Books.

Howell, J., Kellogg, M., Youssef, M., & Zeffler, S. (2024). *Reflection, Perspective-Taking, and Social Justice: Stories of Empathy and Kindness in the Early Childhood Classroom*. Redleaf Press.

Adair, J. K., Colegrove, K. S. (2021). *Segregation by Experience: Agency, Racism, and Learning in the Early Grades*. United Kingdom: University of Chicago Press.

Murray, C. G. (2021). *Illuminating care: The pedagogy and practice of care in early childhood communities*. Exchange Press.

VanHoorn, J., Nourrot, P. M., Scales, B., Alward, K. R. (2014). *Play at the Center of the Curriculum*. United Kingdom: Pearson Education.

Sykes, M., & Ostendorf, K. (Eds.). (2022). *Child Care Justice: Transforming the System of Care for Young Children*. Teachers College Press.

Harro, B. (22). *The cycle of socialization*. In M. Adams, W. Blumenfeld, R. Castaneda, H. Hackman, M. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 16-21). Routledge.

O'dell, J. (2019) *How to do Nothing: Resisting the Attention Economy*. Melville House.

General Recommended Reading List

Eisler, R. (2008) *The Real Wealth of a Nation: Resisting the Attention Economy*. Melville House.

Wall-Kimmerer, R. (2025) *Braiding Sweetgrass*. Milkweed Editions.

Kittay, E. (1999) *Love's Labor: Essays on Women, Equity, and Dependency*. Routledge.

Hersey, T. (2021) *Rest is Resistance: Free Yourself From The Grind Culture and Reclaim Your Life*. Aster.

Buber, M. (1923) *I-Thou*. Charles Scribner's Sons.

Clark, A. (2022) *Slow Knowledge and the Unhurried Child: Time for Slow Pedagogies in Early Childhood Education*. Routledge.

hooks, b. (2018) *All About Love*. William Morrow.

Tempest-Williams, T. (2019) *Erosion: Essays of Undoing*. Sarah Crichton Books.

Page, J. (2011). Professional Love in Early Years Settings: A Report of the Summary of Findings.

Kohn, A. (2006). *Beyond discipline: From compliance to community*. ASCD.

Bell, C. (2021). *Suspended: Punishment, violence, and the failure of school safety*. JHU Press.

