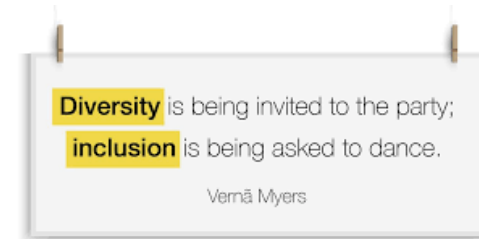




# Diversity & Inclusion Course Submission Requirement Guide

## The Requirement

All trainings/courses submitted for approval will require a diversity and inclusion statement. A statement describing how the training will promote cultural diversity and create an inclusive, welcoming, and respectful environment that values and embraces diversity within participants and the training. The statement should **NOT** focus on race, religion, sex, age; but focus on the uniqueness of every individual, including cultural experiences, religious beliefs, learner abilities, introverts and extroverts, liberal and conservative, etc.



## Why is this important

- The Wisconsin Registry's goal is to ensure that training curriculum is reflective to embrace a focus on diversity, full inclusion, and equity within each training course.
- All trainers should be able to clearly define in a statement, how the training being offered is diverse and inclusive to all participants. In addition, to clarifying how the content of their training will meet the needs of all diverse participants.

## Guiding Questions:

Accepting and incorporating the uniqueness of others will lead to successful learning. Use the following four guiding questions to help create your diversity and inclusion statement.

1. How will you/your organization create a training atmosphere where every participant feels valued, respected and has the same opportunities for learning as others?
2. How will you as a trainer or training organization embrace the uniqueness of every participant?
3. How will you/your organization be inclusive during the training?
4. How will you/your organization be inclusive of all cultures?

## Glossary of Terms:

**Diversity:** The quality or state of having many different forms, types, ideas, etc.

<https://www.learnersdictionary.com/definition/diversity#:~:text=Learner's%20definition%20of%20DIVERSITY,%2C%20types%2C%20ideas%2C%20etc.> (Thinking & learning styles, language, ethnicity, religion, perspectives, experiences, nationality, career/job level, race, culture, skills, age, gender, physical abilities, sexual orientation).

**Diversity:** (NAEYC) Variation among individuals, as well as within and across groups of individuals, in terms of their backgrounds and lived experiences. These experiences are related to social identities, including race, ethnicity, language, sexual orientation, gender identity and expression, social and economic status,



religion, ability status, and country of origin. The terms diverse and diversity are sometimes used as euphemisms for non-White. NAEYC specifically rejects this usage, which implies that Whiteness is the norm against which diversity is defined. <https://www.naeyc.org/resources/position-statements/equity/definitions>

**Equity:** Freedom from bias or favoritism. <https://www.merriam-webster.com/dictionary/equity#:~:text=plural%20equities-Definition%20of%20equity,common%20stock%20of%20a%20corporation>

**Equity:** (NAEYC) 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. <https://www.naeyc.org/resources/position-statements/equity/definitions>

**Inclusion:** The act or practice of including and accommodating people who have historically been excluded (as because of their ability, gender, age, sexuality, race). <https://www.merriam-webster.com/dictionary/inclusion>

**Inclusion:** (NAEYC) 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.<sup>79</sup> 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>80</sup> <https://www.naeyc.org/resources/position-statements/equity/definitions>

#### **Other Recommendations:**

Specifically, recommendations one, two, and seven in the link below:

<https://www.naeyc.org/resources/position-statements/equity/recommendations-facilitating-development>

## **Considerations & Context**

Six of the competencies is the framework used for the requirement to apply when developing your diversity and inclusion statement. These competencies are outlined in the [Wisconsin Training and Technical Assistance Professional Competencies \(T-TAP\): For Early Childhood and Related Professionals Working with Adults booklet](#) related to diversity and inclusion. These competencies refer to the set of knowledge, skills and disposition for which we hold trainers accountable with regard to bias, privilege, multiculturalism, and diversity as experienced in U.S. It provides guidance on how to meet the competency when developing and delivering training:



## The Registry Diversity & Inclusion Course Submission Requirement Guide

In order for the Diversity & Inclusion section of a course to be approved through The Registry, it needs to integrate all knowledge, skills and dispositions in the seven competency areas listed. Parts of your statement should include your learning environment, approaches, interactions, and resources. Please [download the Wisconsin Training and Technical Assistance Professional Competencies](#) for more information on the chart below.

Area (T-TAP)	Competency (T-TAP)
I: Building Relationships- requires a solid foundation of respect and trust in order to be successful	<b>B.</b> Demonstrates an individualized and culturally curious approach to each relationship.
II: Communication- requires effective and intentional communication that is timely, focused, descriptive, and strength-based and respects individual and cultural needs.	<b>C.</b> Complements oral communication with nonverbal cues and behaviors, with consideration for individual and cultural preferences.
III: Professionalism and Ethics – an effective T-TA Professional demonstrates integrity in meeting the needs of others, without personal bias in values and beliefs, without prejudice, and through reflection on past experiences.	<b>I.</b> Addresses the needs of the adult(s)/settings without personal bias in values and beliefs, without prejudice, and through reflection on past experiences.
IV: Adult Learning Principles: - T-TA Professionals need solid understanding of how adults learn and the use of various strategies to build professional capacity.	<b>I.</b> Provides adult interactions that are tailored to individual learning styles and preferences.
V: Planning Learning Opportunities for Adults: -T-TA Professionals use evidence-based practices and statewide protocols (as applicable) to plan individual and group learning experiences.	<b>F.</b> Meets the individual, regional, and cultural learning needs of each audience and makes adjustments, modifications, or accommodations.
VI: Delivering Learning Opportunities for Adults: - T-TA provides experiences that demonstrate sensitivity to and accommodate diverse learners, including persons who differ in abilities, cultures, and experiences.	<b>B.</b> Demonstrates sensitivity to and accommodates diverse learners, including persons who differ in abilities, cultures, and experiences.
VII: Continuous Quality Improvement: - T-TA embeds systematic processes to ensure overall effectiveness of T-TA efforts.	<p><b>B.</b> Uses an objective approach in all aspects of observation, feedback, reflection, and action.</p> <p><b>C.</b> Uses multiple strategies and tools to assess the improvement needs of all adult(s) and setting, to develop measurable goals, and to assess progress.</p>



## The Registry Diversity & Inclusion Course Submission Requirement Guide

This is an opportunity to let potential participants know how you will create a diverse and inclusive experience in your training. Remember what would be appropriate for both group/center, school aged, and family-based programs. Below are some examples of do's and don'ts when drafting your diversity and inclusions statements for course approval.

DO's	DON'Ts
<p>"This workshop looks at an approach to inclusive practices as it relates to <i>"TOPIC"</i>. Participants will be challenged to reflect on their approaches when working with children and families and identify if principles of diversity and inclusion are embedded, infused, or included. Discussions exploring how diverse practices can be embedded in programs will allow the participants to create a 'take away' plan for implementation."</p>	<p>"The trainer of this course is culturally competent and approaches participants from a strengths-based, child and family-centered viewpoint."</p> <p>"This course is specific to cultural competence through the equity and inclusion lens."</p>
<p>"This entry level course is delivered with the goal to promote student success. Materials are available in English, Spanish, and Hmong. Materials can be enlarged and/or provided digitally to aid sight and hearing impairment needs. The course includes a variety of hands-on activity and small group discussions. Individuals are encouraged to also submit some reflective journal activities. Instructors are encouraged to adapt the delivery of the content, including grade level of vocabulary, to encourage participation from all students."</p>	<p>"We are a bilingual program."</p>
<p>"The facilitator will take steps to establish a safe environment for sharing and reflection by doing the following: stating that everything in this session is confidential, establishing boundaries for conversation by asking the participants for their input (what makes them feel better sharing/contributing/participating? What stops them?), allowing a 'pass' or 'not at this time' option for activities, and by modeling (the facilitator) confidential conversation by not 'listening in' on small group activity. Groups can share as they feel is appropriate when completed. This</p>	<p>"Pictures, PPT images, portray adults and children from diverse settings."</p>



<p>approach models an inclusive partnership to learning, versus the facilitator 'assuming' what the participants will need”.</p>	
<p>“This training will offer a learning environment that is supportive of all participants. Both weaknesses and strengths are joined together to build knowledge. The course activities and discussions ensure each participant has the same access and opportunities to learn.”</p>	<p>“This training is designed to be diverse.”</p>
<p>“This course was developed with valuing learning abilities, personalities, perspectives, career and life experiences, determination and maturity will vary between participants. These variances are built into my course content and offer several advantages for the class. By participating in this inclusive training, participants will develop skills that support their work with children of different abilities. Participants will also recognize how to value various cultural groups while working with children and families.”</p>	<p>“This training will promote cultural diversity by welcoming all participant with a hello. I will provide a set of guidelines for virtual trainings.”</p> <p>"Encompass all diverse backgrounds into what is appropriate for children."</p>