

Williams College Children's Center

Diversity, Equity, and Inclusion Goals

VISION STATEMENT

All children, families and staff have a sense of belonging and experience affirmation of their identities and cultural ways of being. We all respectfully live, work, play, and learn together in a diverse and inclusive environment full of joy and wonder.

PEOPLE

Staff

- **Intentionally recruit and retain a more ethnically, culturally, racially, and gender diverse staff.**
 - Continue to review hiring process including job postings and interview process to further limit biases and improve inclusion
 - Focus job postings to highlight appealing roles of the position to encourage gender diversity in candidates
 - Continue to promote diversity among our teaching structure ie. Diversifying our lead teacher group
 - Build connection with Williams' students to diversify our student employees
 - Continue work on new teaching structure of lead teacher as a progression rather than a position to acknowledge the work of staff who are excelling
 - MEASURING SUCCESS: Continue partnering with Human Resources on all job postings to ensure a diverse pool and to improve hiring process to limit biases. Evaluate our staff's diversity across the teaching structures. All staff have the opportunity to advance to lead teacher through a new staff structure program.
- **Build staff commitment to on-going learning to nurture and celebrate our diversity.**
 - Continue cultivating a welcoming, accepting work culture
 - Maintain commitment to professional development for staff growth and job satisfaction
 - Offer teacher education and identify our biases and the impacts they have on our teaching practice
 - MEASURING SUCCESS: Staff have the confidence in working with a variety of diverse children, families, and other staff as a result of our continued learning.

Children

- **Ensure each child is supported in developing self-awareness, confidence, family pride, and positive social identities.**
 - Children and their uniqueness will be represented throughout the program
 - Respect and acceptance are at the heart of all relationships with children
 - All children will experience an environment supporting their success as a young learner
 - MEASURING SUCCESS: Monthly reflections of children focus on developing positive self-awareness and confidence. Meetings with families and among teachers also focus on the child's positive identify to assess the success of this goal.
- **Promote children's understanding and acceptance for human differences and encourage caring, human connections.**

- Teachers model and support children’s learning of accepting others
- Building relationships and kindness is a focus for all children
- Teachers will model and support conflict resolution skills and appropriate ways of disagreeing among children’s peers
- MEASURING SUCCESS: Monthly reflections of children focus on developing positive self-awareness and confidence. Meetings with families and among teachers also focus on the child’s positive identify to assess the success of this goal.

Families

- **Continue to create a center where all families feel welcome, valued, and represented and are invited to share their unique family cultures.**
 - Annual parent surveys will continue to invite families to offer feedback and be used to improve the center
 - Regular events are planned to build connections and partnerships with families
 - Possible fee discounts will be considered in hopes of creating more financial equity in access to care
 - We will develop more effective ways to learn about each family’s unique cultures to enrich our curriculum and to be more inclusive
 - Continued education for teachers around supporting and welcoming non-traditional families
 - MEASURING SUCCESS: Annual surveys will include questions about inclusion and equity to access goal. Increase in family event’s attendance and participation. Family celebrations included in our class curriculums.

PLACES

Ensure all places, physical and digital, are accessible and enjoyable to all who use our services.

- Children, families, and staff are represented in our building and on website
- Our diversity is embraced and evident on website and printed materials
- Outdoor areas improved to be accessible, usable, and enjoyable
- Website is easily navigated and readable
- Front lobby highlights welcoming all families and the diversity of our children, staff, and families
- MEASURING SUCCESS: Interior of building shows the diversity of our children, families, and staff when you enter. Website clearly represents all who belong to the center and is easily navigated. Outdoor spaces can be enjoyed by all.

OPERATIONS

Curriculum and Programming

- **Offer culturally responsive, anti-biased learning experiences and programming for all.**
 - Reconsider holiday celebrations and ways to improve this policy to include holidays that are important to our families
 - Increase access to materials that represent many different cultures, races, abilities and that promote gender inclusion.
 - Materials, pictures, dolls, etc. represent diversity of our children, families, and staff
 - Teacher education on historical racist contexts for children’s stories and songs
 - Music and instruments from a variety of cultures are available to children daily
 - Materials promote gender-neutral play and avoid mainstream media materials

- Kindness, acceptance and tolerance curriculum offered with children
- MEASURING SUCCESS: Curriculum and learning experiences are relevant and directly relate to the children, families, and teacher in the classroom. Family's cultures are celebrated in the classroom. Diversity in materials and books is evident.

Policies, Practices, and Procedures

- **Review our policies and practices to address inadvertent bias, to increase access to our services, and to increase transparency.**
 - Communicate our commitment to diversity, equity and inclusion clearly to our families
 - Language on enrollment paperwork and forms are inclusive of non-traditional families
 - Annual teacher check-ins held before children move to new class to inform new teachers of family histories and to share important family information among staff
 - Continued reflection on and review of our diversity, equity, and inclusion goals built in to our yearly professional development process
 - Staff individual performance evaluations include reflecting on commitment to diversity, equity, and inclusion and creating individual goals as appropriate
 - Growth opportunities for staff offered for working with non-binary, trans, and diverse families
 - Enrollment priorities and process are transparent and clearly communicated for families
 - MEASURING SUCCESS: New enrollment paperwork is sent out to families with more inclusive language. Enrollment and other family-related policies are clearly communicated and published on our website. Continued review and reflection on our policies and practices to further improve our diversity, equity and inclusion goals.