

# Girls and Boys Need to Talk with Men and Women

NAEYC Annual Conference  
Saturday, November 23, 2019  
Nashville, Tennessee

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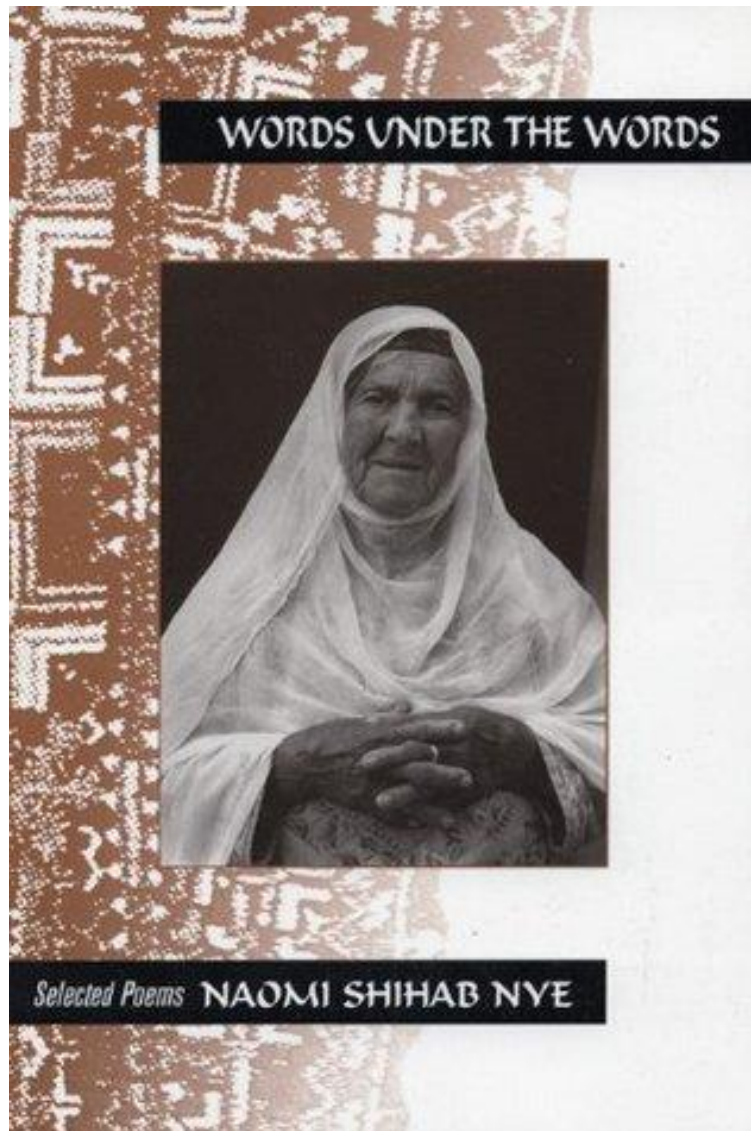
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for Sitti Khadra, north of Jerusalem

**“Answer, if you hear the words under  
the words—**

**otherwise it is just a world with a lot of  
rough edges,**

**difficult to get through, and our  
pockets full of stones.”**

Naomi Shihab Nye (1995) *Words Under  
the Words: Selected Poems*.



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# Girls and Boys Need to Talk with Men and Women and ALL

What happens when we speak with children? How do men in early childhood use language in different ways than their female counterparts? This interactive skill building session explores communication differences between men and women when talking with young children, and how children use language to build equity and diversity into their view of the world.

# Advancing Equity in ECE

## #EquityinECE

- ➔ **Key messages of the new position statement:**
  - ➔ All children have the right to equitable learning opportunities that help them achieve their full potential.
  - ➔ All early childhood educators have a professional obligation to advance equity.
  - ➔ Early childhood educators need support to fulfill their mission.

# Advancing Equity in ECE

## #EquityinECE

- **This work is both urgent and important. What can you do today?**
  - Participate in the conversation on social media using #EquityinECE
  - Engage with the reflection station, visit the Members Café (in the Expo), and check out page 40 of the Final Program for more opportunities to advance equity right here in Nashville!

# How This Session Fosters #EquityinECE

- Build awareness and understanding of culture, personal beliefs, values, and biases.
- Uphold fundamental principles of fairness and justice.
- Embrace each child's unique strengths.
- Work to eliminate structural inequities that limit learning opportunities for both young children and the educators who support them.
- **Challenge the use of outdated or narrowly defined approaches and use a range of research-based approaches to support each child's learning**
- Engage in continuous learning by seeking information from families and communities about their social and cultural beliefs and practices.
- Stay up-to-date on research on child development and cognitive science.

# Men in Education Interest Forum

- ➔ The Men in Education Network Interest Forum supports the leadership of NAEYC members, both men and women, to recruit and retain men in early childhood education. The forum members also exchange ideas and share strategies. Our work supports the mission and goals of NAEYC. Our greatest effort is making NAEYC more inclusive.
  
- ➔ We have three main goals:

# Men in Education Interest Forum

- **COMMUNICATION** - within and outside NAEYC that men are essential to the healthy development of children and more men should be working with young children.
- **RECRUITMENT** - More concerted efforts need to be made to recruit more men into the field. ECE should be ready to welcome men into the field.
- **RETENTION and NURTURANCE** - Those men already working in ECE programs need to be encouraged and supported to stay in this profession.



# \* Language is gendered

- - in many cultures, women speak differently from men
- Deborah Tannen (2005). *He Said, She Said: Gender, Language, and Communication*  
[www.deborahannen.com/video-lectures](http://www.deborahannen.com/video-lectures)
- Deborah Tannen. *Status and Connection: Gender-specific language rituals* <https://youtu.be/tUxnBZxsfoU>

# \* Language work changes with development

- Ages and Stages, P.L.A.C.E.S. for development  
<http://faculty.tamuc.edu/jthompson/PLACES>
- Gender reveals: "It's a ....!"
- Montessori Planes of Development  
<http://faculty.tamuc.edu/jthompson/Montessori>

# \* Language comes to us through play

- ➔ - and play is typically gendered.
- ➔ Patricia Kuhl (2010). Linguistic Genius of Babies  
[ted.com/talks/patricia\\_kuhl\\_the\\_linguistic\\_genius\\_of\\_babies/](https://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies/)
- ➔ Kathy Hirsh-Pasek and Roberta Golinkoff (2014). [kathyhirshpasek.com/play/](http://kathyhirshpasek.com/play/)
- ➔ Frances Carlson. (2011). *Big Body Play: Why Boisterous, Vigorous, and Very Physical Play is Essential to Children's Development and Learning.*  
[www.BigBodyPlay.com](http://www.BigBodyPlay.com)
- ➔ Marie Masterson & Holly Bohart. (2017). *Serious Fun.* NAEYC.

# \* Language exists in relationship

- Alice Honig. (2016). *Secure Relationships: Nurturing Infant/Toddler Attachment in Early Care Settings.*
- Janet Lansbury. (2014). *Elevating Child Care: A Guide to Respectful Parenting.*

# \* Language relationships exist in families and homes

- Betty Hart & Todd Risley (1995) *Meaningful Differences & (1999) Social World*
- Dana Suskind (2015) *Thirty Million Words: Building a Child's Brain – Tune In – Talk More – Take Turns*
- [Poems, Songs, and Nursery Rhymes](#)
- Mike Hall & Josh Thompson. (2020). *Blueprints for Dads: Monthly Podcast for New Dads.* [www.StrongFathers.com](http://www.StrongFathers.com)

# Girls and Boys Need to Talk with Men and Women and ALL

- Language is gendered
- Language comes through play
- Language work changes with development
- Language exists in relationship
- Language relationships exist in families and homes

- ➔ M.E.N. Interest Forum Goal

- ➔ 1. COMMUNICATION - within and outside NAEYC that men are essential to the healthy development of children and more men should be working with young children.

- ➔ #EquityinECE Goal

- ➔ Challenge the use of outdated or narrowly defined approaches and use a range of research-based approaches to support each child's learning

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