

***“If This World Were Mine”*: High Quality Culturally Responsive and Responsible Early Childhood Programs**

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If this world were mine, I'd place at your feet, all that I own. If this world were mine, I'd give you the flowers, the birds and the bees. If this world were mine, I'd give you anything.

This well-known love ballad by the late Marvin Gaye and Tammi Terrell is also the introduction of the idea that all children deserve the world when it comes to high-quality early childhood programs with culturally responsive and responsible teachers. Children deserve access to an equitable world (e.g., schooling/ education) where opportunities to develop their full potential is “placed at their feet.” They deserve teachers who are willing to give them all that they “own” (e.g., curricula that is rigorous, culturally responsive, and responsible to their strengths and needs) to ensure their school success. All children, but especially those from historically marginalized populations deserve the “flowers” (e.g., various culturally responsive teaching methods, resources) to learn, grow, and develop into competent learners. Giving every child “the world” begins with understanding that preK-12 students reflect the great racial, ethnic, and cultural diversity of our schools and society. They attend schools in rural, suburban, and urban settings. They are members of diverse families (e.g., two-parents, single-parent, same-sex parents, grandparents, older brother/sister, adopted parents, foster parents), who speak languages other than English. They practice social customs different from mainstream culture (White middle class), and their families hold different (and similar) beliefs about child development and about their aspirations and expectations for their children.

Cultural and socioeconomic factors such as urban, suburban, and rural settings further complicate the issues of race, class, language, gender, faith/spirituality, ability, and disability present in these contexts. These differences (and similarities) raise a number of important questions: (1) what are the implications of this diversity for teachers of early childhood classrooms? (2) what is the role of early childhood teachers in providing access, equity, and opportunity to establish high quality early childhood programs? (3) in what ways might culture, race, and language offer pedagogical insights into the education of children from culturally and linguistically different backgrounds? and (4) what do high quality culturally responsive and responsible early childhood programs look like?

While it is impossible to cover all of the variations and nuances that distinguish the questions mentioned above, this special issue will focus on research, policy and practice on access, equity, and the opportunity for children (birth to age eight) and their families from racially, ethnically, culturally, linguistically, and economically diverse backgrounds to participate in a high-quality education. Particular attention will be given to the role of culturally responsive and responsible teaching practices that validate, empower, and situate the cultural and personal identities of diverse children utilizing various research-based best practices (going beyond developmentally appropriate practices [DAP]) to maximize the access, equity, and opportunities for our most vulnerable citizens.

Potential Topics Submissions to this special issue should include articles based on research, integration, innovative practices, case studies, literature review and policy analysis that explore, examine, and investigate culturally responsive teaching/ practice(s) in early childhood classrooms/settings. Potential topics and ideas might include, but are not limited to:

Culturally responsive curriculum and instruction; Developmentally appropriate conversations with young children; effective and appropriate materials; guidance and practices for young children with special needs; designing culturally responsive assessment; creating culturally responsive learning environments; integrating pedagogies for gifted education and special education with frameworks such as culturally responsive practices and DAP; language diversity in early childhood/special education classroom; and family and community connections.

Submission and Timeline - Submit your manuscript by **August 31, 2016**. All correspondence, inquiries, and manuscripts should be emailed to Dr. Brian L. Wright (blwright1@memphis.edu) and the editors of Taboo (tabooeditors@gmail.com). The subject line of your email should read **“High Quality Culturally Responsive and Responsible Early Childhood Programs.”** All manuscripts must follow APA 6th Edition.

November 1, 2016 - Authors will receive notification of manuscript status with feedback from reviewers

January 1, 2017 - Accepted manuscripts with revisions will be returned to editors

March 1, 2017 - Final review of accepted manuscripts by editors

May 1, 2017 - Editors finalize special issue for submission to the journal