

Front Porch Series:
Elevating Cultural Responsiveness
in Effective Teaching Practices

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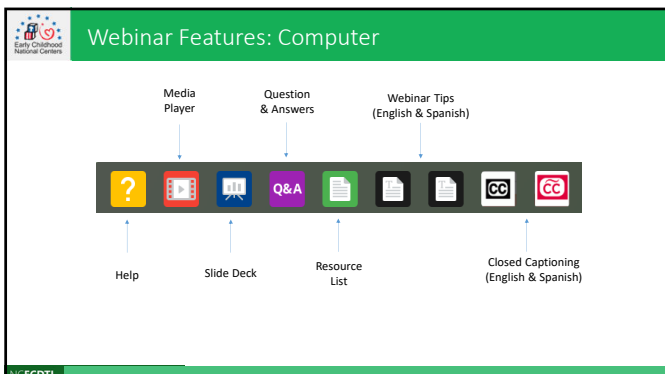
September 2020

NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

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1

Webinar Features: Computer



Media Player Question & Answers Webinar Tips (English & Spanish)

Help Slide Deck Resource List Closed Captioning (English & Spanish)

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2

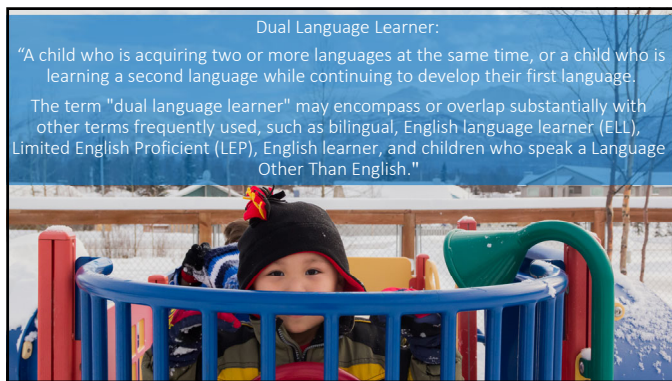
Session Objectives

At the end of this presentation, you should be able to:

- Understand the role of culturally relevant materials and practices in instructional interactions
- Identify strategies for infusing authentic cultural supports in learning activities
- Effectively use culturally relevant materials and books to relate concepts to children's actual lives and make connections to children's prior knowledge

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3

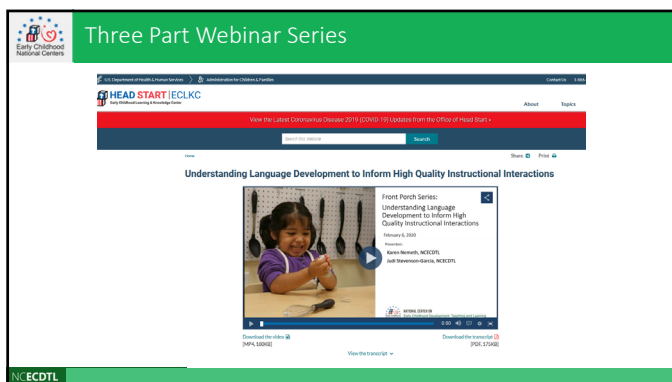


Dual Language Learner:

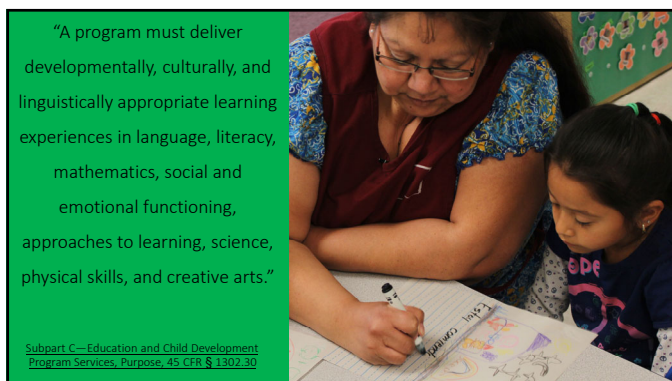
“A child who is acquiring two or more languages at the same time, or a child who is learning a second language while continuing to develop their first language.

The term "dual language learner" may encompass or overlap substantially with other terms frequently used, such as bilingual, English language learner (ELL), Limited English Proficient (LEP), English learner, and children who speak a Language Other Than English.”

4



5



“A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts.”

Subpart C—Education and Child Development Program Services, Purpose, 45 CFR § 1302.30

6



7



8

Researchers Define Culture

"... culture influences not only children's personal preferences and behaviors but also how they think, feel, and learn. Instead of seeing culture as an external influence on children, it is viewed as a process in which children use cultural "tools" or "artifacts" (values, symbols, objects, technologies, words, norms, traditions, schemas, scripts, and practices) to make meaning of their daily experiences.


Culture and the development of cognition are therefore inseparable.

Reid, J.L., Scott-Little, C., & Kagan, S. L. (2019).

9

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REVISITING AND UPDATING THE
Multicultural Principles
for Head Start Programs Serving Children Ages Birth to Five



Principle #1
“Every individual is rooted in culture.”



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10

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Dual Language Learners Program Assessment

Dual Language Learners Program Assessment



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11

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Equality, Equity, and Removing Barriers



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12

Key NAEYC Recommendations

Consider developmental, cultural, and linguistic appropriateness

NAEYC logo and #EquityinECE hashtag.

13

Multicultural Principles

Use questions at the end of each principle to spark conversation.

NAEYC logo and 'Addressing Culture and Home Language in Head Start Program Systems & Services' text.

14

Consider your own biases

15



Involve children, families, and the community

16



Use authentic assessments

17



Focus on strengths

18

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Video: What Did You Say?

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19

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Key messages

Children learn by connecting new knowledge to existing knowledge

Each child's existing knowledge is rooted in their home and cultural experiences

Culturally responsive materials and activities support connections better than unfamiliar materials



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20


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Key messages

Every child has unique home and cultural experiences


Honoring aspects of each child's culture supports their unique identity and sense of self


When children learn in environments that recognize and support them as individuals, they are better prepared to learn




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21

 Key Messages



Materials and activities that remind them of home and culture helps children feel safe and welcomed.



22

Connecting Key Messages to Children's Development and Learning





23

 Choices to support social and emotional development

Materials


Songs/Stories

Images





24


 Promoting higher-order thinking


Cultural backgrounds influence how children learn and express learning

Familiar items

- support comprehension in both languages
- help children connect to their prior learning

Children learn best from models they find relatable





25

 Developing global citizens





Addressing similarities and differences among cultures and languages will prepare children to grow up as citizens of the world



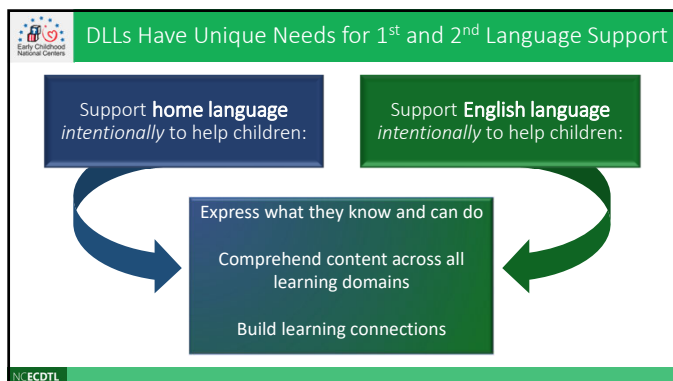
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Infusing authentic cultural supports

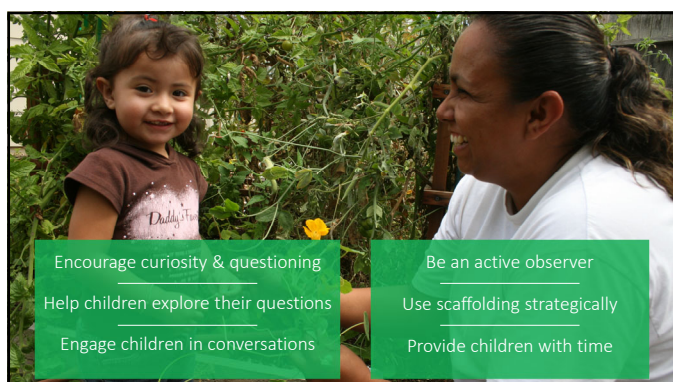




27



28



29

Intentional Use of Cultural Connections

Strategy example: Language and Literacy learning opportunities

Domain	Strategies
Social and emotional development	Use English and continue to develop the home language, demonstrating respect for families' cultures and valuing children's identities
Higher-order thinking	Engage in many one-on-one conversations with multiple back-and-forth exchanges using visual supports
Global perspectives	Invite families to help choose and lead language and literacy activities, such as reading or telling stories

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30

Intentional Use of Cultural Connections

Strategy example: story illustrations

See them through the child's eyes

- Do they reflect my experience?
- Do they include people who look like me?
- Do they help me understand the story?



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31

Intentional Use of Cultural Connections



Learning
Advanced Vocabulary
Beyond the book

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32

Intentional Use of Cultural Connections

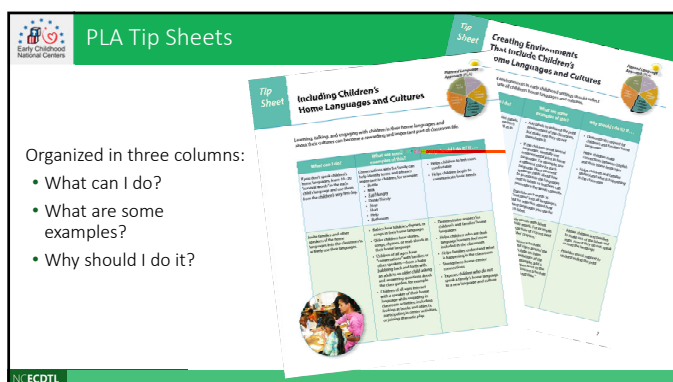


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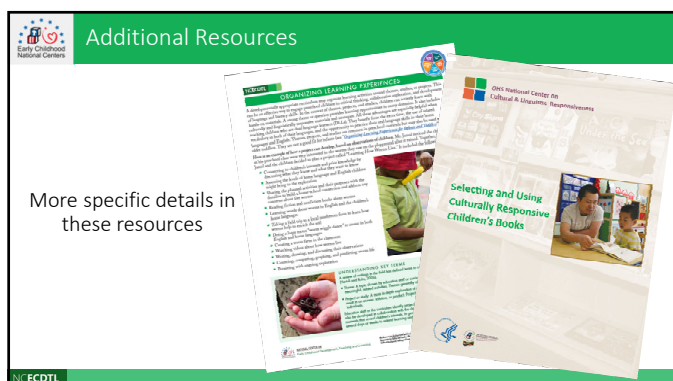
33



34



35



36

Cultural Backgrounder Resources

Staff Self-Reflection
Team Planning

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37

Making it Work

Implementing Cultural Experiences in American Indian and Alaskan Native Early Learning Settings for Children Ages Birth to Five

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38

**Cultural Perspectives in Caregiving:
Applying Relationship-Based Practices**

Scenario One: Little Mitts
Reflect on your own and the family's perspective as you read about how a parent volunteer acts on a family's wishes. Consider how to align classroom practices with a family's cultural practices.

Scenario Two: Dance Moves
Find out how a teacher shares her observations of a child's behavior to open communication with a family. Learn how this approach creates opportunities to talk with families and allows them to feel comfortable with staff.

Scenario Three: Grandmother's Song
Explore how focusing on the family-child relationship can help you partner with families. Discover how families' goals influence how they will pass on their cultural heritage and values.


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39

DOWNLOAD THE Ready!DLL App Today!

The Ready!DLL App provides access to best practices for supporting Children who are Dual Language Learners (DLLs).

It also supports you in learning key words in Spanish, Mandarin, Arabic, and Haitian Creole to more easily connect with DLLs. The app provides access to practices and resources in a fun and interactive manner.




Available on the App Store | GET IT ON Google Play

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40

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Which strategies from today's webinar will you actively share with colleagues?



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41


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42

 Thank you!
Please don't forget your evaluations

