60 Minutes from Catalogue to Classroom

Using Journal Articles for Professional Development

THE NATIONAL CENTER ON
Cultural and Linguistic
Responsiveness

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What is *60 Minutes from Catalogue to Classroom*?

60 Minutes from Catalogue to Classroom (**C2C**) is a series of professional development training modules that highlight individual journal articles focused on culture, dual language learning, and best practices from the Head Start Cultural and Linguistic Responsiveness Resource Catalogues (Volumes One through Three)*. Please note that the content in these modules is designed to encourage discussion and is not considered an exhaustive review of these topics.

- Articles have been selected to help participants explore issues of culture and language and stimulate conversation around these important ideas (i.e., whether participants agree or disagree with an article's point of view).

- All articles complement aspects of the *Office of Head Start's Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five* (*HS Multicultural Principles*) and support the Head Start Child Development Early Learning Framework (HSCDELF).

- The modules can be used by Education Managers and Trainers/Technical Assistance (T/TA) providers for staff meetings or trainings.

- The modules are designed to be customized to a 60- or 90-minute training format.

* Head Start Cultural and Linguistic Responsiveness Resource Catalogues:
   Volume One: Dual Language Learning (First Edition)
   Volume Two: Native and Heritage Language Preservation, Revitalization, and Maintenance (Second Edition)
   Volume Three: Cultural Responsiveness (First Edition)

Preparing for *60 Minutes from Catalogue to Classroom* Training:

- Reserve a training space with tables and chairs to maximize discussion potential and allow for work in small groups.

- Download and read the featured article and the training module.

- Distribute featured article to participants to read before training.

- Select a 60- or 90-minute training option. 90-minute sessions include **Learning Extensions** or the **Application to Head Start** exercises.

- Select one or more **Conversation Starters** from the module.

- Copy the **C2C** Participant Handouts for each trainee and bring extra copies of the featured article.

- Have on hand a copy of the *Head Start Multicultural Principles* and other NCCLR or Head Start products listed under **Application to Head Start**.

- Bring paper and pens for each participant.

- Set up the training space.

- If required, collect additional materials that will be listed under the **Activity** section.

Catalogue to Classroom Module Summary

Each Module Contains		Estimated Time
	Learning Outcomes: A list of important learning objectives, based on the highlights of the featured article.	5 minutes
	Conversation Starters: Key questions to consider while discussing the article.	20 minutes
	Key Points: A list of the article's important concepts.	15 minutes
	Activity: A hands-on learning experience related to the concepts in the article.	20 minutes
	Making the Connection: Ways in which the module fits with the Head Start Performance Standards, Head Start Monitoring Protocol, T/TA relevance, and NCCLR products and collaborations.	N/A
Optional Extensions for 90-minute Training		**Estimated Time**
	Learning Extensions: Activities designed to help staff extend and apply thinking based on the article.	30 minutes
	Application to Head Start: Ways in which **C2C** connects to the Multicultural Principles, the HSCDELF and other NCCLR products.	30 minutes

Facilitating the Training, Step-by-Step

60-Minute Training

1. Introduce the **C2C** training module to participants. Explain that it is designed to stimulate a discussion around a journal article from one of the NCCLR Resource Catalogue volumes. (1 minute)

2. Introduce the featured article to participants. Select a participant to read the main theme of the featured article to the whole group. (2 minutes)

3. Review the **Learning Outcomes** with participants. Explain that outcomes will be met through engaged discussion and participation in activities based on the featured article. (2 minutes)

4. Have participants review the featured article or ask participants to read the article summary. (10 minutes)

5. Have participants form small groups of 3 to 4 members. Select one or more **Conversation Starters** to begin discussion. Participants should consider ways in which they agree or disagree with the point of view of the author(s). (10 minutes)

6. Bring participants back to the whole group. Ask each group to share an interesting point raised in their discussions. Use the **Key Points** to add concepts not mentioned during the participants' conversation. (15 minutes)

7. Have participants engage in the hands-on **Activity** to apply a strategy from the featured article. (20 minutes)

8. Refer participants to **Making the Connection** to learn how the module connects to Head Start resources.

90-Minute Training

Follow training steps 1-8. For the remaining 30 minutes, choose one:

- Have participants engage in **Learning Extentions** activities that apply and encourage further discussion based on the featured article.

- Have participants engage in one **Application to Head Start** exercise.

Facilitator Notes:

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Module 1

Article: The Relationship Between Language and Culture

Author(s): Jones, W., & Lorenzo-Hubert, I.

Year: 2008

Journal: *Zero to Three* (1)

Volume: 29

Issue: 1

Pages: 11-16

Volume: Selected from the *Office of Head Start Cultural and Linguistic Responsiveness Resource Catalogue,* Volume Three, Cultural Responsiveness (First Edition)

Resource Catalogue Website: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/HeadStartCultur.htm

Journal Website: Article may be acquired at ZERO TO THREE bookstore, www.zerotothree.org, or at your local library.

Main theme: In order to work successfully and respectfully with diverse families, it is important to understand how culture and language are related. The link between culture and language for young children and families is well defined in research. Effective communication strategies help to engage families, explore cultural differences, and connect the home and program environments.

Learning Outcomes

Through engagement in this **C2C** training, participants will:

- Explore their own culture

- Articulate the relationship between language and culture

- Reflect on practices and cultural differences with diverse families

- Build on the strengths of the Head Start programs and families they serve

- Learn strategies to engage and work with diverse families

- Develop culturally responsive practices

Process for Developing Culturally Responsive Practices

Head Start centers

culture

language

cultural differences

strengths

families

strategies
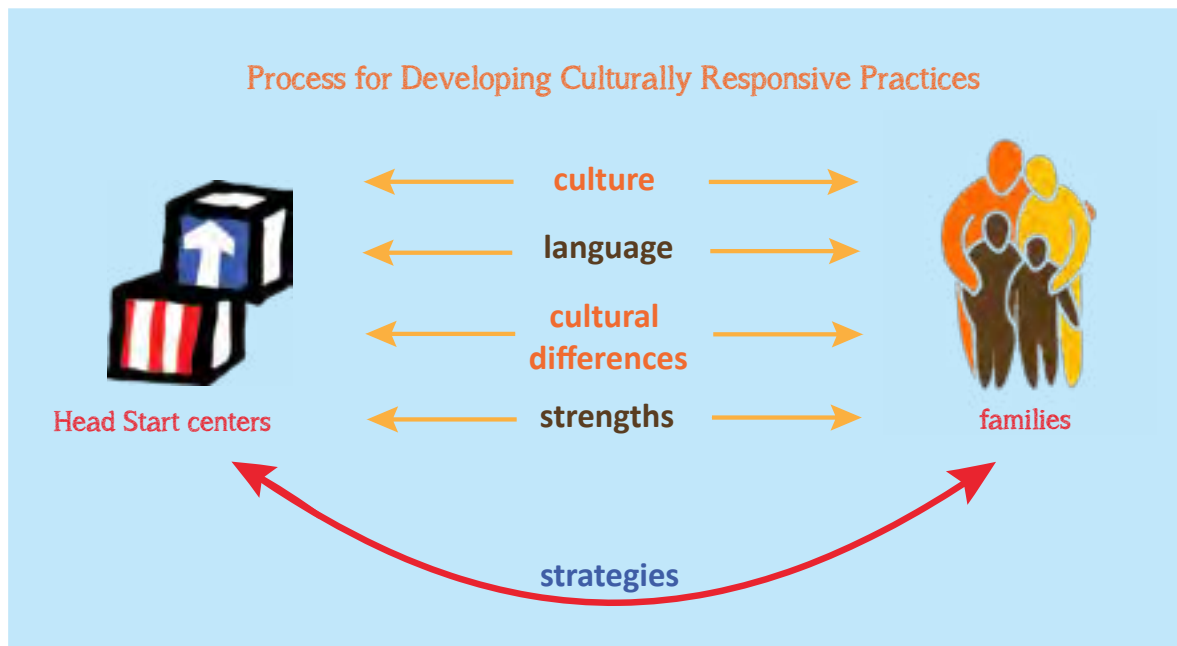
Conversation Starters

<u>Goal</u>

The goal of these **Conversation Starters** is to increase participants' awareness of their own potential cultural biases; that is, support them in respectful and responsive family engagement. **Key Points** should be integrated into the conversation.

Choose one or more of the following questions to start and guide the participant conversation. Have participants form small groups of 3 to 4 people and discuss the chosen **Conversation Starter(s)**. Have volunteers share their reactions and highlights from their discussion.

Ask participants to discuss one or more of the following questions:

- Consider the expectations that families in your program have for their child's development. How are they the same? How are they different?

- How do the styles of talking and interacting with children vary among the families you work with?

- How does your program collect and use information about the culture and language of your families?

- Does your program have policies for respectfully working with diverse families?

- What types of trainings are provided on topics that support these policies?

Key Points

Key Points are designed to add concepts to the participants' discussion based on what is most interesting about the featured article. **Key Points** can be added during or at the conclusion of the discussion, if they are not brought up by participants during the conversation.

- Culture influences a person's approach to language and communication (e.g., how and when they use language with their children, or the standing distance when speaking to another person).

- Families and teachers play an important role in teaching children the verbal and nonverbal communication style of their cultural group (e.g., direct or indirect eye contact between a child and an adult).

- Families and staff can exchange information to support cultural expectations and experiences between home and programs. Differences in cultural practices can be bridged through respectful conversation and sharing.

- Families and staff can partner together to make individual plans, goals, and activities around English and home language usage for dual language learners.

- Families can provide valuable input to program activities, procedures, and policies to help increase the cultural continuity between home and programs.

Activity

Who Am I?: Creating a Head Start Center Quilt

Materials:

- Paper or Muslin

- Collage material

- Glue

- Markers

- Yarn

- Thread

Jones and Hubert (2008) state, "Any effective educational foundation must respect and honor cultural beliefs, practices, preferences, and traditions" (p. 16). This activity is designed to begin the dialogue with teachers about their own culture and the cultures of the families in their program.

Participants will start to create their own quilt square during the training. They will then repeat the activity with the families in their program. The quilt squares will be combined to make a Head Start Center quilt that will reflect the diversity of the staff, families, and children. Quilts may be displayed in the classroom or in the center's entrance. As new families join the program, squares may be added to the quilt. This activity will also provide a gateway to open and reciprocal conversations with families around culture and home language.

By Engaging in the Quilt Activity, Participants Will:

- Think about their own culture and home language

- Create a culturally responsive quilt for their program or classroom

- Engage families to make a quilt after the training is completed

Facilitating the Activity, Step-by-Step:

Have Participants

- Write a list of their cultural practices, which can include values (e.g., independence, interdependence; flexibility, structure); traditions (e.g., holidays, celebrations); activities; foods; home language (e.g., words, phrases); and, communication style (e.g., interrupting each other, eye contact).

- Create a representation of their culture on a square with markers and collage material. The square can be made of varying types of paper (e.g., colored, cardstock) or muslin.

- Share one thing about their square that represents their culture. Discuss the similarities and differences between how they were raised and their early childhood training.

- Take their personal squares back to their program to share with other staff. Repeat this activity with families to create a Center quilt. Quilts can be made by gluing squares on larger paper, sewing muslin squares together, or sewing them onto larger fabric.

60-minute training ends here.
For 90-minute training continue to next page.

Learning Extensions

Learning Extensions are designed to apply and extend thinking based on the featured article. They require participants to engage deeply with a suggestion, strategy, or concept from the featured article in a step-by-step process.

Jones and Hubert (2008) suggest a number of strategies to create family and program partnerships.

These include:

- Establish a lending library of toys, books, videos, manipulatives, and homemade materials such as touch-and-feel books or homemade playdough (p.16).

- Invite parents and families to visit or participate in program activities and to share stories, customs, food and songs (p. 16).

Have participants:

- Reflect on what they are already doing to engage families

- Pick one strategy from above

- Think critically about how this strategy can help families feel welcomed and respected

- Discuss how to implement the strategy with a partner or small group

- Write a step-by-step plan of how to achieve and implement their chosen strategy

- Think about how the new strategy may be integrated with existing family engagement activities for short-term and long-term goals

- Take their step-by-step plan back to their leadership team and implement it

Application to Head Start

The **Application to Head Start** activities are designed to help participants understand how journal articles can be used to support existing Head Start frameworks and documents such as the *Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five* and the Head Start Child Development Early Learning Framework (HS CDELF).

Choose 1 of the Following 2 Exercises

Exercise 1. Connecting to the *Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five*.

Principle 7 states, 'Culturally relevant programming requires staff who both reflect and are responsive to the community and families served'. Both Jones and Hubert (2008) and Principle 7 stress the importance of meaningful communication with families as well as staff knowledge of families' cultural and language background.

- Have participants review Principle 7 (pg. 53) from the OHS's *Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five*.

- Have participants think about the families that they serve. What cultures and languages are represented? What do they know about these cultures?

- Ask participants to reflect on how their program communicates with families to learn about their culture and language, and chart the responses.

- Comment on the responses and then discuss the following questions:
  - Are there gaps in your program's knowledge of the families' cultural and language backgrounds?
  - How can you address these gaps?

Exercise 2. Connecting to the The National Center on Parent, Family and Community Engagement Framework

The National Center on Parent, Family and Community Engagement developed a Parent, Family and Community Engagement Framework (PFCE) that provides guidance for building sucessful relationships with families and communities. Both Jones and Hubert (2008) and the PFCE Framework discuss the need for the families' culture and languages to be reflected in the program environment.

- Have participants review the PFCE Framework's Program Impact Area focusing on Program Environment. The framework states, "Families feel welcomed, valued, and respected by program staff" (p. 3).

- Ask participants to come up with two new ways in which their program can make diverse families feel welcomed and respected.

- Tell participants they can refer to both the PFCE Framework and the featured article for ideas. Ideas may include:
  – what families can share about their culture
  – how to keep an open dialogue with familes, or
  – ways to infuse language and culture into the environment.
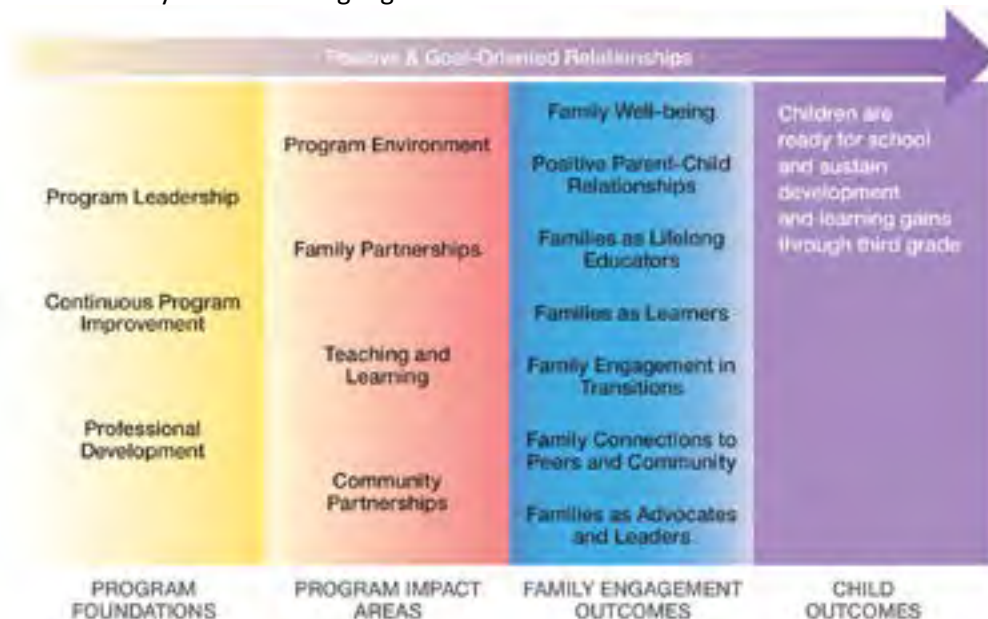
Making the Connection

This section provides information on how the **C2C** training modules connect to and support the Head Start Performance Standards and protocols. It also explains how the modules can be used by Early Childhood Education (ECE) Specialists.

The Head Start Performance Standards:
1304.21 Education and Early Childhood Development

- (a) Child Development and Education for all children (2) Parents must be (i) Invited to become integrally involved in the development of the program's curriculum and approach to child development and education;

- (3)(i)(E) Supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being.

1304.40 Family Partnerships

- (e)(1) Parent involvement in child development and education. Grantee and delegate agencies must provide opportunities to include parents in the development of the program's curriculum and approach to child development and education.

The Head Start Monitoring Protocol:
Family & Community Engagement Compliance Framework #1—Building Relationships and Strengthening Families

- Interview FCE staff to determine how the program ensures that staff are respectful of each family's diversity, including linguistic, cultural, and ethnic backgrounds.

Child Development & Education Compliance Framework #4—Monitoring Children's Progress

- Interview parents to determine how the program has been respectful of each family's diversity, including linguistic, cultural, and ethnic backgrounds.

Child Development & Education Compliance Framework #1 – Integrating the Head Start Child Development and Early Learning Framework

- If the program provides services to children who are dual language learners, ask how the use of the curriculum allows for children to demonstrate their abilities, skills, and knowledge in any language, including their home language, and how the curriculum supports the acquisition of English.

OHS T/TA System Early Childhood Education (ECE) Specialists:
This professional development resource supports ECE Specialists to provide T/TA around:

Parent and Family Engagement

- ECE Specialists can help grantees develop their skills in facilitating home-school connections with parents and families; to reinforce children's learning and development; and to understand and respond to the many cultures and languages represented in their programs.

School Readiness

- ECE Specialists can help grantee staff to explore developmental concepts identified in the HSCDELF Language and Literacy (e.g., the importance of maintaining the home language); and Social and Emotional Development (e.g., maintaining cultural continuity between home and school to support self-concept and identity).

Bridging Refugee Youth and Children's Services (BRYCS)

NCCLR has partnered with Bridging Refugee Youth and Children's Services (BRYCS), a national training and technical assistance provider for the Office of Refugee Resettlement, to increase refugee enrollment and access to Head Start. NCCLR and BRYCS are developing materials to increase knowledge about refugees for Head Start programs. Resources include information on the refugee resettlement process, refugees' countries of origin, a parenting handbook, and collaboration strategies with the refugee community organizations. Backgrounders on refugee countries of origin will provide programs with general information on refugee families in topics such as ethnic and linguistic descriptions, religion and culture, traditional family and community structures, and child-rearing practices. For more information, please visit http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic and www.brycs.org.
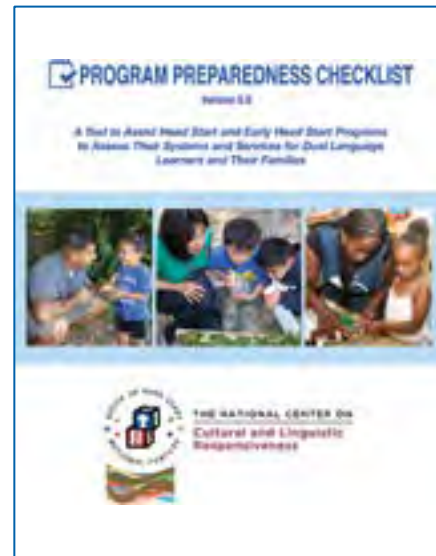
Making the Connection

The National Center on Culture and Linguistic Responsiveness (NCCLR) has created a number of products which support practice with culturally and linguistically diverse families and children. These products can be given as handouts to participants.

Culturally and Linguistically Responsive Express Checkout Worksheet

A downloadable (http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/express-checkout-worksheet.pdf), electronic worksheet allows the user to quickly check whether materials for families and staff are culturally and linguistically appropriate. It is designed for use when develop-ing as well as selecting materials. It may also be used as a printed document.

Program Preparedness Checklist Version 5

Helps Head Start and Early Head Start programs promote school readiness for Dual Language Learners (DLLs) by examining their systems and services for children and families who speak languages other than English. (http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/program-preparedness-checklist-v-5.pdf)

References

Jones, W., & Lorenzo-Hubert, I. (2008). The relationship between language and culture. *Zero to Three*, *29*(1), pg. 11-16.

Office of Head Start. (2012) *Head Start child development early learning framework (HS CELF): How do preschool programs support school readiness?* Washington, DC: Author. Retrieved from the Early Childhood Learning and Knowledge Center website: http://eclkc.ohs.acf.hhs.gov/hslc/sr/approach/cdelf

Office of Head Start. (2012). *Program preparedness checklist: A tool to assist Head Start and Early Head Start programs to assess their systems and services for dual language learners and their families* (Version 5). Retrieved from Early Childhood Learning & Knowledge Center website: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20 Language%20Learners/pdm/management/ProgramPreparedn.htm

Office of Head Start. (2011). *Head Start parent, family and community engagement framework: Promoting family engagement and school readiness, from pre-natal to age 8*. Retrieved from the Early Childhood Learning and Knowledge Center website: http://eclkc.ohs.acf.hhs. gov/hslc

Office of Head Start. (2010). *Revisiting and updating the multicultural principles for Head Start programs serving children ages birth to five.* Washington, DC: Author. Retrieved from the Early Childhood Learning & Knowledge Center website: http://eclkc.ohs.acf.hhs.gov/hslc/ resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20 Head%20Start_English.pdf

Appendix

Head Start Cultural and Linguistic Responsiveness Resource Catalogue (Volumes One – Three)

This three-volume resource provides extensive descriptive listings of research- and evidence-based articles, books, videos, curricula, websites, and other resources useful to families, staff, Head Start partners, and T/TA providers. It is designed to inform readers of sound education strategies and promising practices, practical family and community engagement approaches, professional development resources, and culturally and linguistically responsive policies and system designs.

Volume One: Dual Language Learning (First Edition)
Provides resources that identify the unique factors that contribute to linguistic and school-readiness skills of young children learning two or more languages. Volume One offers strategies for families and teachers to support their development.
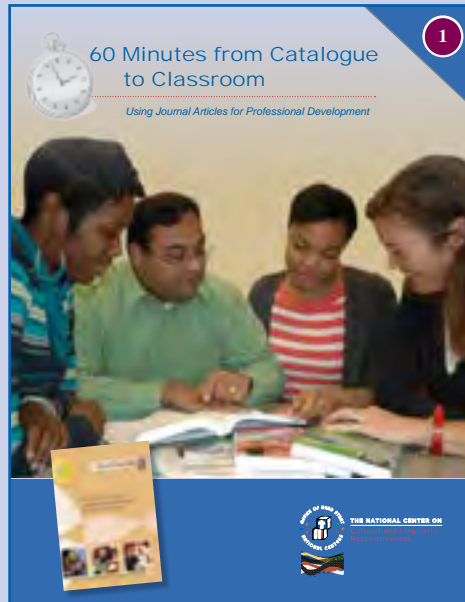
Volume Two: Native and Heritage Language Preservation, Revitalization, and Maintenance (Second Edition)
Provides resources on efforts to preserve heritage languages and lifeways of American Indian, Alaska Native, Pacific Island, and other indigenous communities.

Volume Three: Cultural Responsiveness (First Edition)
Provides resources that convey the impact of cultural heritage on children's linguistic and social-emotional development. Volume Three resources promote supportive learning environments, effective teaching strategies, and culturally responsive family supports.

Module 1

Article: The Relationship Between Language and Culture

Author(s): Jones, W., & Lorenzo-Hubert, I.

Year: 2008

Journal: *Zero to Three* (1)

Volume: 29

Issue: 1

Pages: 11-16

Volume: Selected from the *Office of Head Start Cultural and Linguistic Responsiveness Resource Catalogue,* Volume Three, Cultural Responsiveness (First Edition)

Resource Catalogue Website: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/HeadStartCultur.htm

Journal Website: Article may be acquired at ZERO TO THREE bookstore, www.zerotothree.org, or at your local library.

Main theme: In order to work successfully and respectfully with diverse families, it is important to understand how culture and language are related. The link between culture and language for young children and families is well defined in research. Effective communication strategies help to engage families, explore cultural differences, and connect the home and program environments.

Learning Outcomes

- Explore their own culture

- Articulate the relationship between language and culture

- Reflect on practices and cultural differences with diverse families

- Build on the strengths of the Head Start programs and families they serve

- Learn strategies to engage and work with diverse families

- Develop culturally responsive practices

Process for Developing Culturally Responsive Practices

Head Start centers		families
←	culture →	
←	language →	
←	cultural differences →	
←	strengths →	
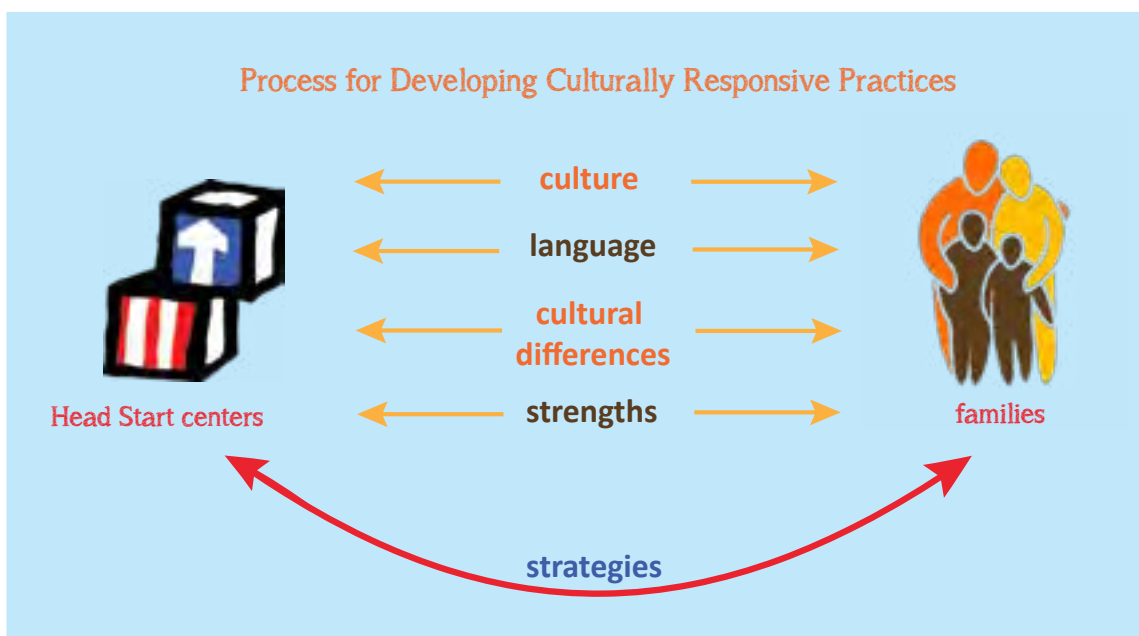
strategies

Module 1: The Relationship Between Language and Culture

Featured Article Summary

Diversity in the United States has been steadily increasing over the past decades, creating a growing need for educational strategies to both successfully work with and engage diverse families. According to Jones and Hubert (2008), program staff can intentionally build relationships with families in order to understand and bridge cultural and home language gaps.

Understanding the Relationship Between Culture and Language

Culture and language are interwoven and related to one another. Culture influences language practices and language, in turn, is molded by culture. For example, culture can guide us in how we use nonverbal communication during interactions. Smiling frequently during conversation could mean you are happy in some cultures and in others could be a sign of insincerity. Communicating through language is a way in which culture is passed down through the generations and is one aspect of identity and cultural membership.

Although culture can be passed down, it also changes over time. Based on their experiences, families adapt new ways of thinking and interacting.

Culture and Language Differences

Different cultures may have different expectations for children's language development. Some cultures, for example, believe that infants cannot understand language; therefore some adults do not speak directly to them. Thus, these cultural beliefs affect the way in which adults interact with children.

Families may also have different expectations and values for their children's behavior and development. Western cultures often stress independence. Many Asian and Latin cultures, on the other hand, tend to value interdependence and group needs. These differing priorities lead to diverse approaches to development. When families and early childhood professionals have dissimilar expectations for children, it is important not to make judgements. Instead, the focus should be to create partnerships which bridge differences and create continuity between the learning environments of home and classroom.

Module 1: The Relationship Between Language and Culture

Activity Instructions for Creating a Head Start Center Quilt

- Write a list of your cultural practices, which may include values, traditions, activities, foods, home language, communication style, etc.

- Create a representation of your culture on a square with markers and collage materials. The square can be made of varying types of paper (colored, cardstock, etc.) or muslin.

- Share one thing about your square to the group.

- Take your square back to your program. Repeat this activity with families to create a Head Start center quilt.

- When new families join the program, squares may be added to the quilt.

Learning Extension Instructions

Jones and Hubert suggest the following strategies:

- Establish a lending library of toys, books, videos, manipulatives, and homemade materials such as touch-and-feel books or homemade playdough (pg.16).

- Invite parents and families to visit or participate in program activities and to share stories, customs, food and songs (pg. 16).

Pick one of the suggested strategies from above:
  - Think critically about how the strategy can help families feel welcome and respected.
  - Work with a partner or small group on how you can implement your strategy in your program.
  - Write a step-by-step plan of how to achieve and implement your chosen strategy.
  - Take your step-by-step plan back to your program and work to implement it with your families!

Application to Head Start

Complete 1 of the following 2 exercises (as directed by facilitator):

Exercise 1. Connecting to the *Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five*

- Review Principle 7 (p. 53) from the OHS's *Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children ages Birth to Five*.

- Think about the families you serve. What cultures and languages are represented? What do you know about these cultures?

- Reflect on how your program communicates with families to learn about their cultures and languages.

- Discuss:
    - Are there gaps in your program's knowledge of families' cultural and language backgrounds?
    - How can you address these gaps?

Exercise 2. Connecting to the Parent, Family and Community Engagement (PFCE) Framework

- Review the PFCE Program Impact area focusing on Program Environment. The framework states, "Families feel welcomed, valued, and respected by program staff" (p. 3).

- Come up with two new ways that your program can make diverse families feel welcomed and respected.

- Refer to both the PFCE framework and featured article for ideas. Ideas may include:

    - What families can share about their culture
    - How to keep an open dialogue with familes, or
    - Ways to infuse language and culture into the environment.

60 Minutes from Catalogue to Classroom: Using Journal Articles for Professional Development
Participant Handout
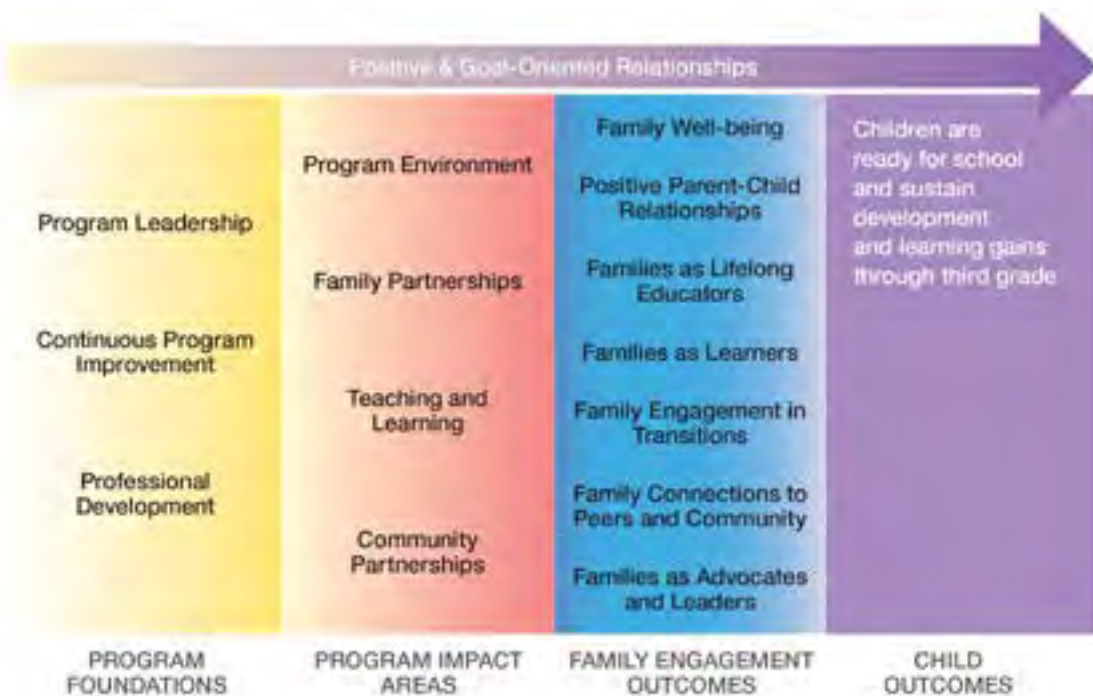
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Culturally and Linguistically Responsive Express Checkout Worksheet

A downloadable (http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/express-checkout-worksheet.pdf), electronic worksheet allows the user to quickly check whether materials for families and staff are culturally and linguistically appropriate. It is designed for use when developing as well as selecting materials. It may also be used as a printed document.

Program Preparedness Checklist Version 5

Helps Head Start and Early Head Start programs promote school readiness for Dual Language Learners (DLLs) by examining their systems and services for children and families who speak languages other than English. (http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/program-preparedness-checklist-v-5.pdf)

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