



... 15-Minute ...
In-Service Suites

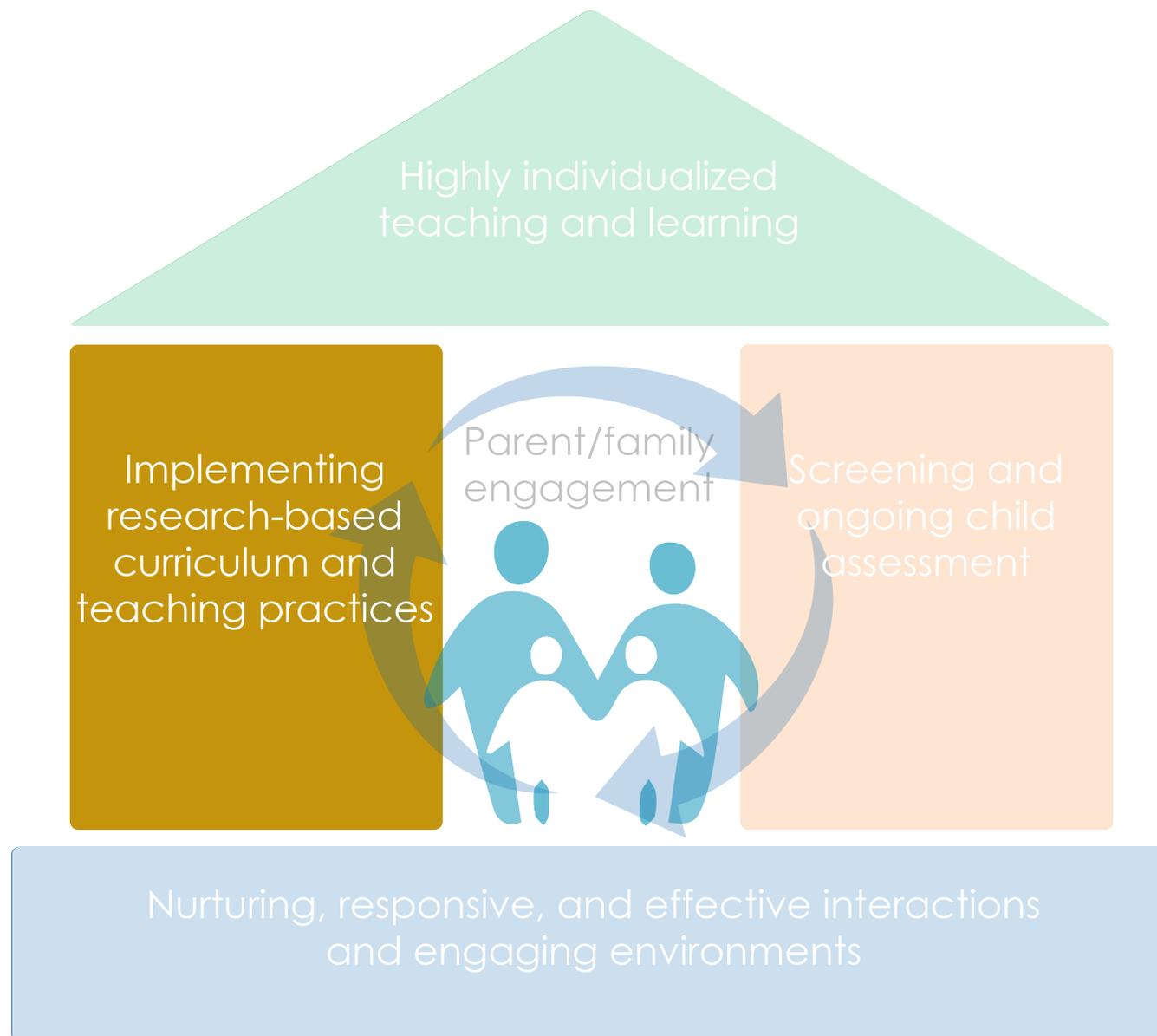
A CULTURALLY RESPONSIVE APPROACH TO IMPLEMENTING A CURRICULUM



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Early Childhood Development, Teaching and Learning







Objectives

- **Identify** how culture influences and informs caregiving, teaching, and learning
- **Provide** practices for learning about children's and families' cultures, with respect and appreciation for cultural values, practices and traditions
- **Describe** a culturally responsive approach to implementing a curriculum that builds on children's and families' cultures



What is culture?

family sharing behaviors acquire goals clothing beliefs knowledge expectations hopes relationships meaning traditions customs artifacts language routine communicating food practices caring complex games groups





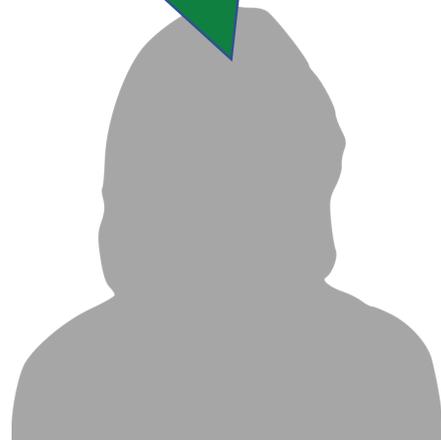
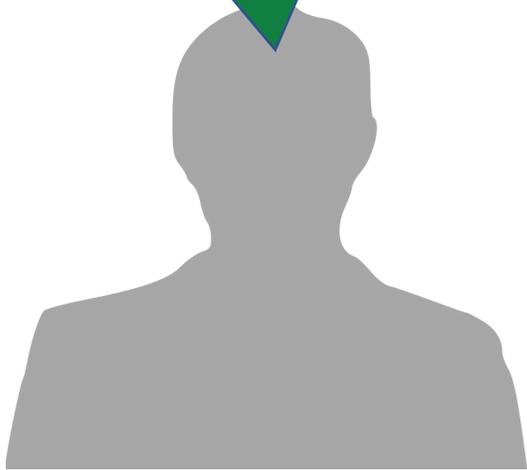
Learning Activity: The Role of Culture

What were some of your favorite foods growing up?

How have you been influenced by **where** you grew up?

What was something special your family liked to do together?

When was the first time you realized that the way your family did something was different than how others did it?





Cultural Responsiveness and the ELOF

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development





Culture contributes to learning and development

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- Express and manage emotions
- Attend to others
- Show respect
- Seek comfort
- Engage with stories or songs





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Culture contributes to caregiving and teaching



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How does your curriculum support a culturally responsive approach?



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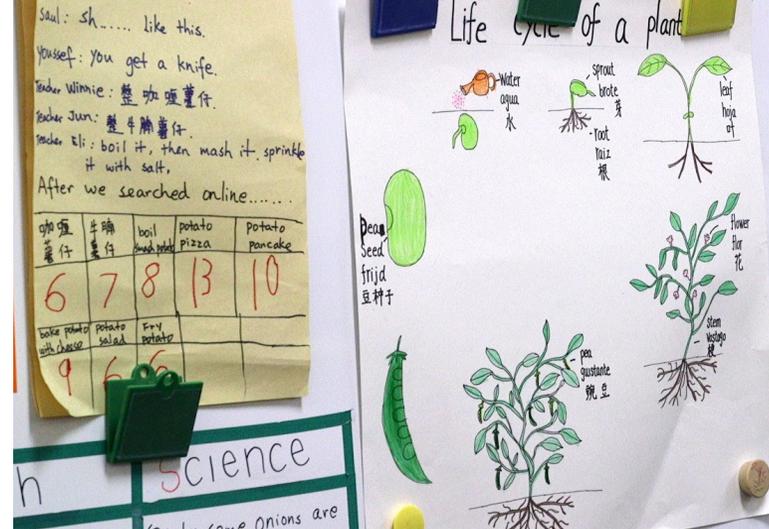


A curriculum should include guidance for culturally responsive:

- Interactions
- Learning Experiences
- Learning Environments



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Developmentally Appropriate Practice



“Addressing cultural
relevance in making
curriculum choices and
adaptations is a necessary,
developmentally
appropriate practice.”

Multicultural Principle 4, *Head Start
Multicultural Principles*

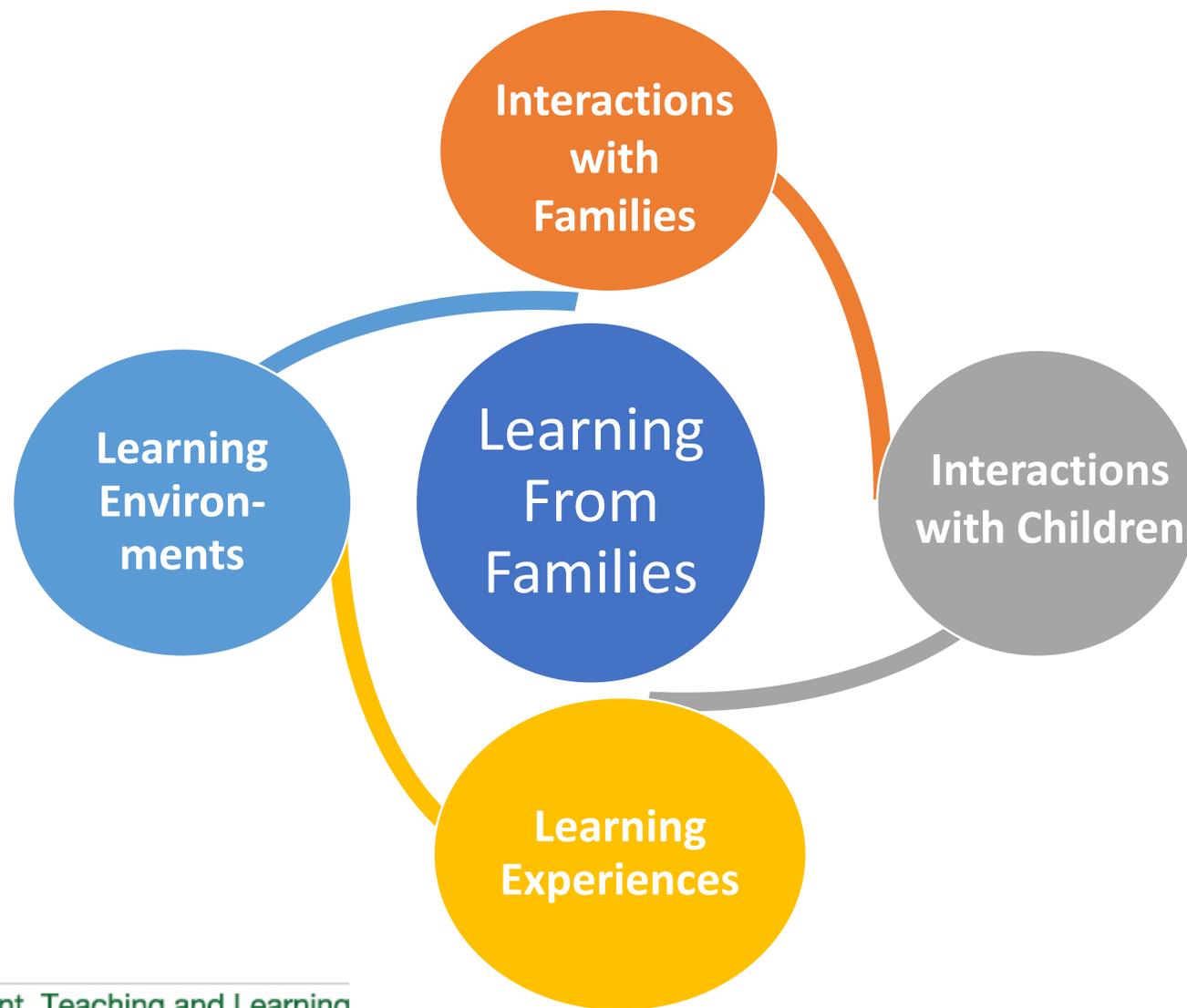


Avoiding stereotypes and tokenism

- AVOID making assumptions about people based on their culture
- AVOID using only one picture or activity to represent a whole culture
- AVOID reducing culture to celebrations, food, clothes and art
- LEARN from people about their cultures
- EMPHASIZE diversity **within** as well as **across** cultures
- INFUSE culture in meaningful ways throughout your curriculum



A Culturally Responsive Approach to Curriculum



A Culturally Responsive Approach: Learning from Families



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- How families prefer to communicate
- How their children are cared for within their families and community
- Their goals and hopes for their children



A Culturally Responsive Approach: Interactions with Families



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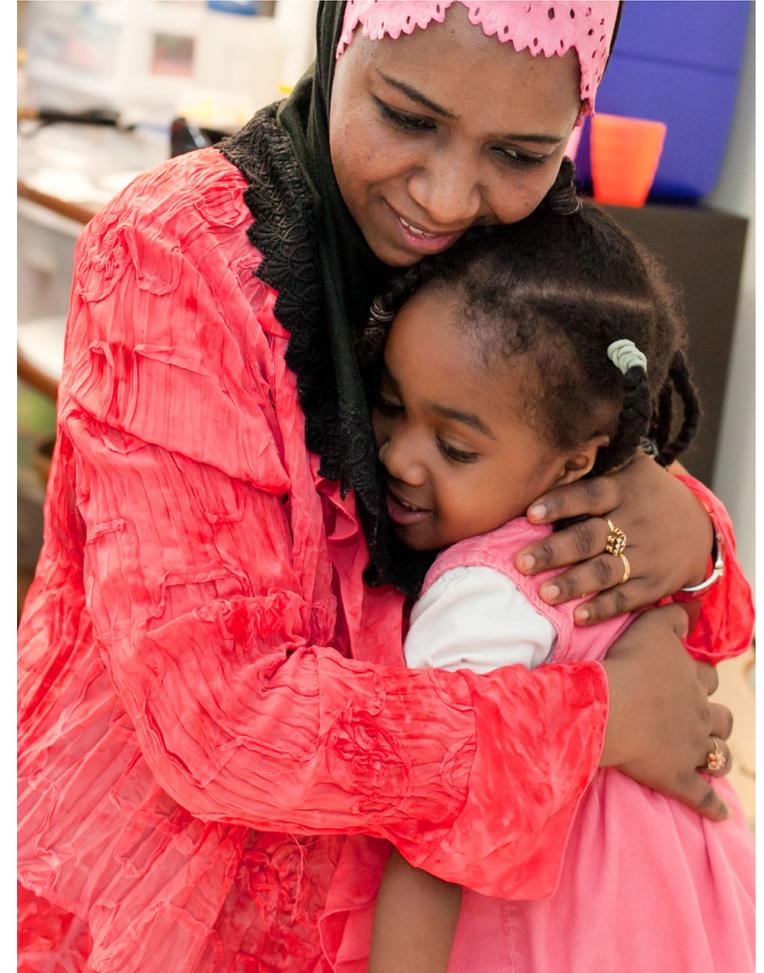
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A Culturally Responsive Approach: Interactions with Children



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Engage in interactions that are familiar to children, nurturing, and supportive.





A Culturally Responsive Approach: Learning Experiences

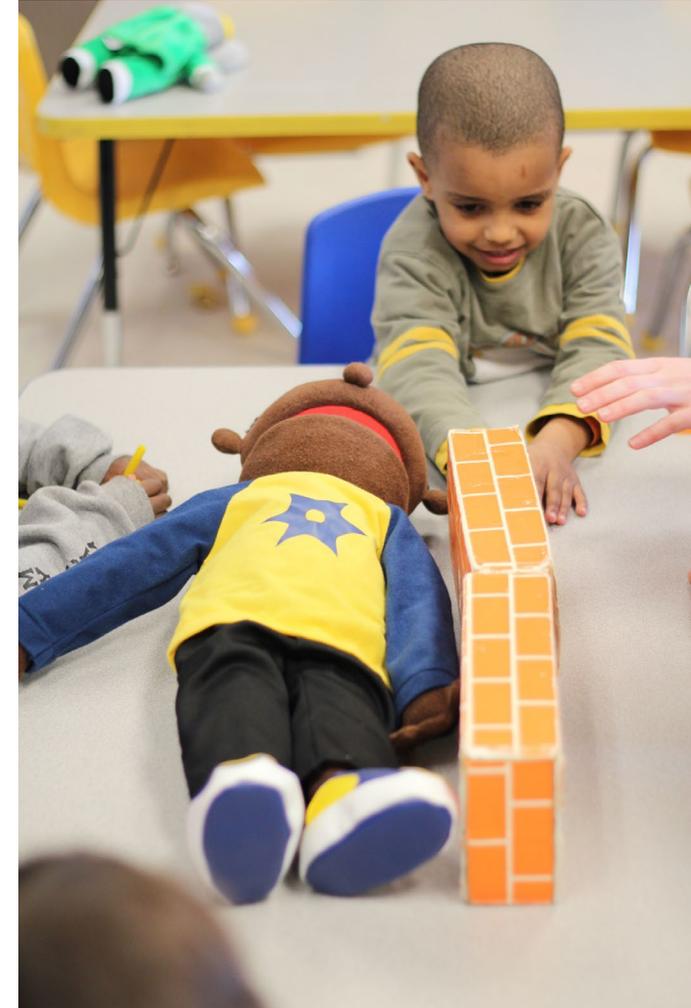
- **Build** on children's cultures and languages
- **Engage** families and communities in making connections between learning experiences and their cultures
- **Respect** children's expressions of culture





A Culturally Responsive Approach: Learning Environments

- Provide environments and materials that reflect children's cultures and languages.
- Invite families and community members to suggest or provide culturally relevant materials
- Integrate home and tribal languages into the learning environment in meaningful ways.





Review



What do I know about children's culture?

Learning Experiences

MONDAY: Small Groups

Building a Tree House

Skills and Concepts: counting with one-to-one correspondence, measurement, cause and effect, persistence and sustained attention

Materials: Wooden unit blocks, rulers, "Build a Tree House" poster

- Post and review the directions on the "Build a Tree House" poster. Place several wooden unit blocks in the center of the table. Ask the children "Do you remember when we read *Squirrel Builds a Tree House*?"
- Have children share what they remember about the book and the steps for building the tree house. Tell the children that today they will work in pairs to build a tree house using unit blocks. Show the poster and review the steps with them.
- As they build together, narrate their actions, encourage them to count aloud, and ask open-ended questions about their process (e.g., "What do you think will happen if you...?"). Encourage children to measure their tree houses to check if they are the same or different than the tree house on the poster.

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What does my program's curriculum offer?



How do I implement the curriculum responsive to children's culture?