



... 15-Minute ...  
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HOME-BASED

# A CULTURALLY RESPONSIVE APPROACH TO IMPLEMENTING A CURRICULUM

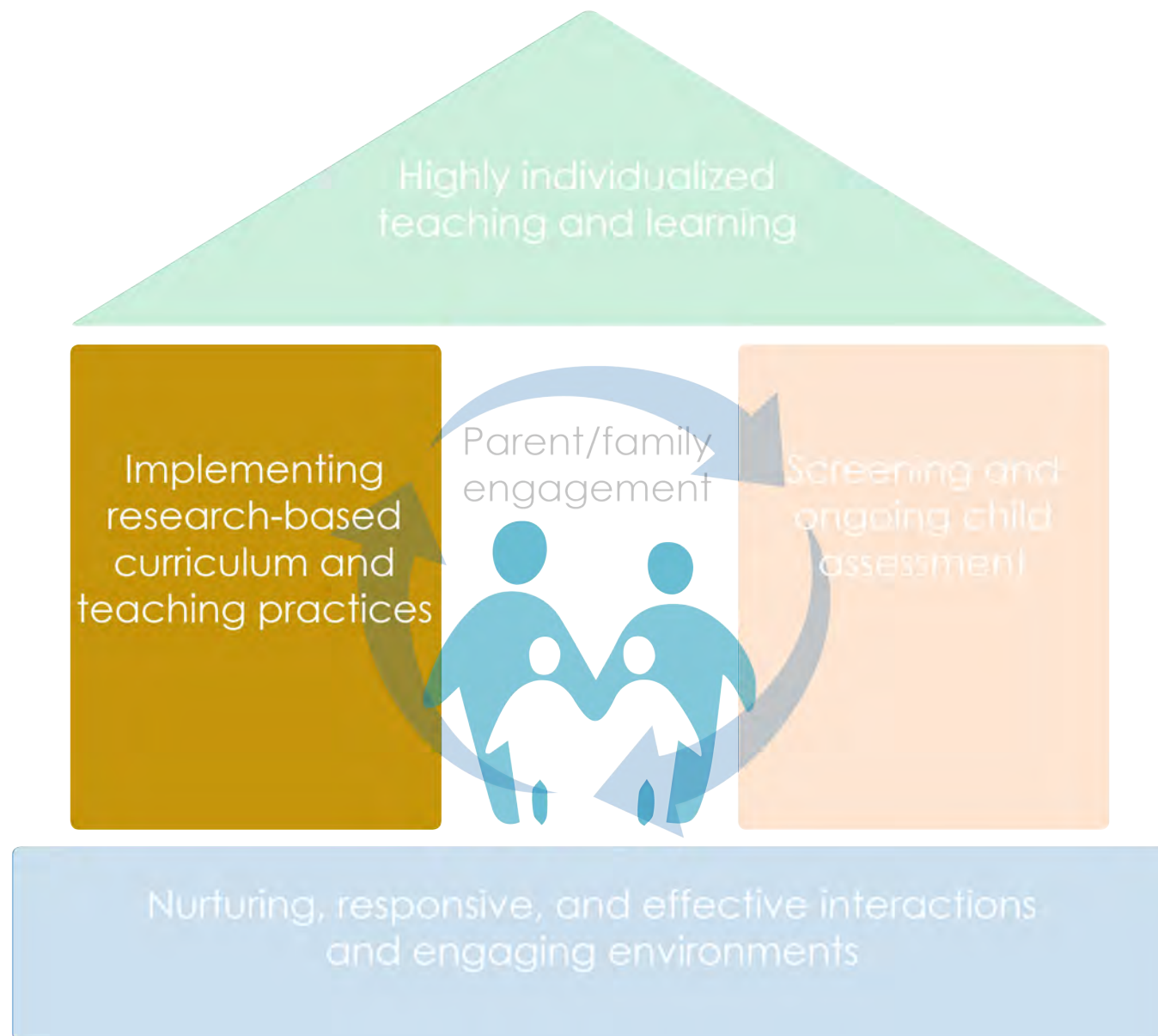


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# Objectives

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- **Identify** how culture influences and informs relationships, caregiving, and learning
- **Provide** practices for learning about families' cultures with respect and appreciation for their cultural values, practices, and traditions
- **Describe** a culturally responsive approach to implementing a curriculum that builds on the 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 from how others did it?





# Cultural Responsiveness Threads Through 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	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	





# Culture Influences Learning and Development



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





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# Culture Influences Caregiving



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# How Do Curricula Support a Culturally Responsive Approach?

- Supports staff as they build relationships with families of different cultural backgrounds
- Integrates opportunities to learn about and build on families' cultures







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# Cultural Responsiveness as 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*





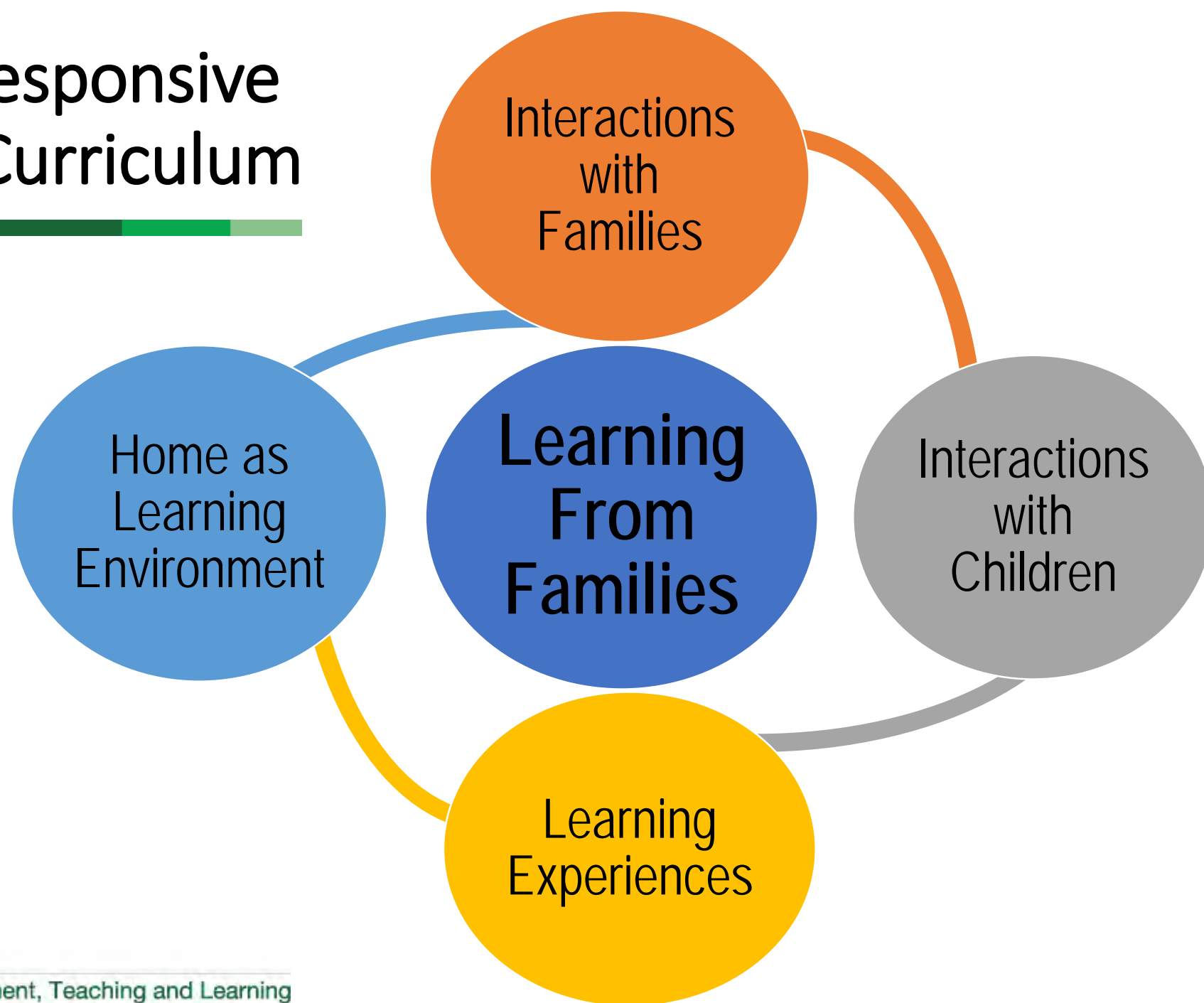
# Avoiding Stereotypes and Tokenism

- 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

- Follow household customs, practices, and routines during home visits.
- Show respect for household cultural items.
- Use a family's preferred language whenever possible, and use interpreters as needed.





# A Culturally Responsive Approach: Interactions with Children



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# A Culturally Responsive Approach: Learning Experiences



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# A Culturally Responsive Approach: Home as a Learning Environment



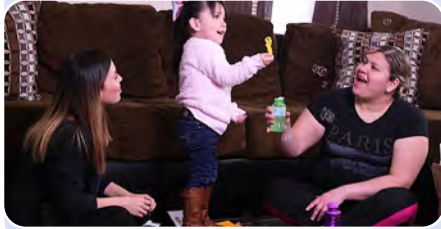
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# Review



What do I know about children's culture?

Learning Experiences

**MONDAY: Small Groups**

**Building a Tree House**

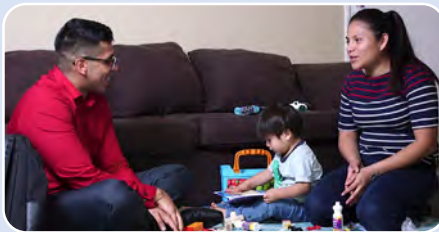
**Skills and Concepts:** counting with one-to-one correspondence, measurement, cause and effect, persistence and sustained attention.

**Materials:** wooden unit blocks, ruler, "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?