Considering Culture and Equity in Teaching and Learning

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NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

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Webinar Features

Slide Deck   Question & Answers   Ideas   Closed Captioning (English & Spanish)

? | Q&A | CC | CC

Help   Media Player   Resource List   Webinar Tips (English & Spanish)

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Use the yellow "Ideas" widget to share the following…

What does equity mean to you in teaching and learning in your early learning environments?

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Session Agenda

Here s what we re doing today:

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1. What does educational equity mean in our work and implementing a Planned Language Approach (PLA)? With young children and their families?

2. What practices can be effective in supporting educational equity?

3. What are the resources that help us support equity in early childhood education?

4. What are your next steps?

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Session Objectives

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

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- Define equitable teaching practices that support children to use home languages across home and school
- Identify and implement strategies for using cultural connections to enhance language and learning outcomes by meeting individual learning needs, birth-5
- Describe connections to the Dual Language Learners Program Assessment

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HSPPS Leading the Way

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

"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."

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Poll

Which of these domains presents the greatest challenge for infusing cultural supports?

a. Language and Literacy

b. Cognition (Mathematics Development/Scientific Reasoning)

c. Social and Emotional

d. Approaches to Learning

e. Perceptual, Motor, and Physical Development

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A New Way to 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, Scott-Little, and Kagan 2019, 48)

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Equality, Equity, and Removing Barriers

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Video: What Did You Say?

*The Young
Dual Language Learner:*

Introduction
What Did You Say?

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Key NAEYC Recommendations

- Consider developmental, cultural, and linguistic appropriateness
- Consider your own biases
- Involve children, families, and the community
- Use language(s) that the children understand
- Communicate the value of multilingualism
- Use authentic assessments
- Focus on strengths

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Advancing Equity in Early Childhood Education
National Association for the Education of Young Children

#EquityinECE

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With our shared understanding of the roles of culture and equity... what do we do now?

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A Planned Language Approach Supports Equity

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Culture Plays Many Roles in Early Education

- Cognitive

- Learning

- Social/emotional

- Global

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Cognitive: Why?

- Research supports the value of growing up bilingual as a cognitive asset

- Growing up bilingual depends on high quality language input in both languages

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Learning: Why?

- Cultural background plays a role in how children learn and express learning
- Familiar items support comprehension in both languages
- Familiar items help children connect to their prior learning
- Children learn best from models they find relatable

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Social and Emotional: Why?

Infusing a child's language and culture in the environment helps them feel:

- safe,
- respected, and
- welcome

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Global: Why?

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

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Equitable Teaching Practices to Support Home Languages in Homes and Schools

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The Importance of Home Language Series

School readiness and school success for children who are dual language learners are tied directly to mastery of their home language. This series of handouts is designed to provide staff and families with basic information on topics related to children learning two or more languages. They emphasize the benefits of being bilingual, the importance of maintaining home language, and the value of becoming fully bilingual. These easy-to-read resources highlight important information that every adult living or working with young dual language learners should know.

English versions

- The Benefits of Being Bilingual [PDF, 379KB]
- The Gift of Language [PDF, 365KB]
- Language at Home and in the Community for Families [PDF, 1.0MB]
- Language at Home and in the Community for Teachers [PDF, 503KB]

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Effective Practices for Using Home Language Words

- **Social and emotional:** Post welcome words in the home languages of the children/families

- **Cognitive:** Provide story and nonfiction books with two languages

- **Learning:** Choose books with home language words and culturally appropriate images on topics that are being explored

- **Global:** Post home language phrases and sentences that staff and children can learn together to communicate

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Strategies for Using Cultural Connections to Enhance Language and Learning Outcomes, Birth-5

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Practices and Tip Sheets

These resources are organized in three columns:

- What can I do?
- What are some examples?
- Why should I do it?
- How can I use these resources?

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Practices and Tip Sheets   Implementations

Strategy example: "Use photos"

Domain	Infant/Toddler	Preschoolers
Social and emotional learning	Photos of family and friends	Photos of family in favorite activities
Concept learning	Photos and props that are familiar to children	Photos of familiar items to identify authentic patterns
Global perspectives	Photos of diverse people	Photos of diverse people

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Practices and Tip Sheets   Implementations

- Strategy example: "Language and Literacy Activities"

Domain	Infant/Toddler	Preschoolers
Social and emotional learning	Speak in their home language. If you do not speak their language, learn key words or phrases to help the child feel comfortable	Use English and continue to develop the home language, demonstrating respect for families' cultures and valuing children's identities
Concept learning	Engage in self-talk and parallel talk around the child's interests, extending their language	Engage in many one-on-one conversations with multiple back-and-forth exchanges using visual supports
Global perspectives	Sing songs or nursery rhymes and tell stories; or play recordings of family members in the home language doing the same	Invite families to help choose and lead language and literacy activities, such as reading or telling stories
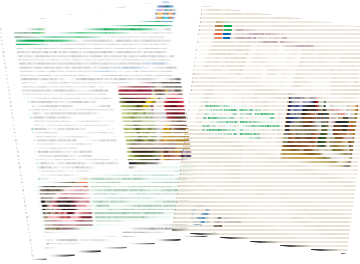
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Additional Resources

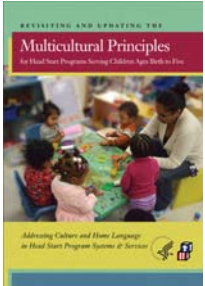- More specific details are in these resources …

- And more to come this year.

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Multicultural Principles

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

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Cultural Backgrounder Resources

- Staff Self-Reflection
- Team Planning

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Connections to the Dual Language Learners Program Assessment

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Dual Language Learners Program Assessment

The DLLPA helps Head Start, child care, and pre-K programs assess systems and services for children who are Dual Language Learners (DLLs) and their families. It also integrates culturally and linguistically responsive practices for all.

Link to the DLLPA: https://eclkc.ohs.acf.hhs.gov/culture-language/guide-dual-language-learners-program-assessment-dllpa/download-dllpa

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Mark Your Calendars!

- February 18-21: DLL Celebration Week
- March 19, 2020: PLA Webinar, National Research Update on Practices that Support Dual Language learners from Leading Research Experts
- May 21, 2020: PLA Webinar, Implementing Responsive Care, Effective Teaching, and an Organized Learning Environment for Children who are DLLs
- July 16, 2020: PLA Webinar, Updating Classroom Language Models in a Planned Language Approach

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PLA Big 5 Webinar Series

Planned Language Approach: The Big 5 Series

This webinar series provides strategies for implementing the Planned Language Approach's (PLA) Big 5 for ALL. The PLA is a comprehensive, systemic, research-based way for Head Start, Early Head Start, and child care programs to ensure optimal language and literacy services for children who speak English and who are dual language learners (DLLs). Children need high-quality experiences in each of the Big 5: Alphabet Knowledge and Early Writing; Background Knowledge; Book Knowledge and Print Concepts; Oral Language and Vocabulary; and Phonological Awareness. Review the development trajectory for these skills in children ages birth to age 5. Program leaders, education staff, and coaches can also watch the webinars for connections between the PLA and the Head Start Early Learning Outcomes Framework (ELOF).

Focus on Alphabet Knowledge and Early Writing

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Additional Resources

ECLKC:

- Equity, Inclusiveness, and Cultural and Linguistic Responsiveness: https://eclkc.ohs.acf.hhs.gov/school-readiness/article/equity-inclusiveness-cultural-linguistic-responsiveness
- Supporting the School Readiness and Success of Young African American Boys Project: Reflections on a Culturally Responsive Strength-Based Approach: https://eclkc.ohs.acf.hhs.gov/publication/supporting-school-readiness-success-young-african-american-boys-project-reflections
- Talking to Children About Differences and Similarities: https://eclkc.ohs.acf.hhs.gov/publication/talking-children-about-differences-similarities

External:

- NAEYC Position Statement on Advancing Equity in Early Childhood Education: https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/naeycadvancingequitypositionstatement.pdf
- Annie E. Casey Foundation's Race Equity and Inclusion Action Guide: https://www.aecf.org/resources/race-equity-and-inclusion-action-guide/
- Build Initiative's Equity Action Framework: http://earlysuccess.org/files/EquityActionFrameworkbrochure.pdf
- NCTE's Equity and Early Childhood Education: Reclaiming the Child: http://www.ncte.org/library/NCTEFiles/EquityEarlyEdBrief.pdf

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Thank You!

For more information, contact:
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or call (toll-free) 1-844-261-3752

Please complete our Survey!

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