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Effective Developmentally and Culturally Appropriate Practices to Support Early Learning

WHAT'S THE DIFFERENCE?
Culturally Responsive Teaching & Learning in Early Childhood Education

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Our presenters



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Objectives

- EXPLORE** Explore cross culture competence to enhance communication with young children from diverse cultures.
- DISCOVER** Discover tips to embed culture and children's language in early childhood classrooms to help children value diversity.
- GAIN** Gain an opportunity to reflect on one's own values and attitudes to improve teaching strategies.

DEVELOPMENTALLY Appropriate Practice (DAP)?

What do we mean when we say DAP?

- Grounded in research
- Knowledge about effective early education
- Promotes optimal learning and development
- Meeting young children where they are
- Help each child meet challenging and achievable learning goals

3 Core Concepts



- Knowing about child development and learning.
- Knowing what is individually appropriate.
- Knowing what is culturally important.

DAP Core Concepts

Knowing about child development and learning.

- Understanding typical development and learning at different ages is a crucial starting point.
- This knowledge, based on research, helps us predict which experiences will support children's learning and development



DAP Core Concepts

Knowing what is individually appropriate.

- What we learn about specific children helps us refine decisions about how to teach and care for each child as an individual.
- By continually observing children's play and interaction with the physical environment and others, we learn about each child's interests, abilities, and developmental progress.



DAP Core Concepts

Knowing what is culturally important.

We must make an effort to get to know the children's families and learn about the values, expectations, and factors that shape their lives at home and in their communities.

This background information helps us provide meaningful, relevant, and respectful learning experiences for each child and family



Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education

A position statement of the National Association for the Education of Young Children (NAEYC)

- Early childhood educators can best help linguistic and culturally diverse children and their families by acknowledging and responding to the importance of the child's home language and culture.
- Administrative support for bilingualism is necessary.
- Practices should focus on educating children toward the "school culture" while preserving and respecting the diversity of the home language and culture that each child brings to the early learning setting.
- Early childhood professionals and families must work together to achieve high quality care and education for all children.

ADVANCING EQUITY in Early Childhood Education

(NAEYC Position Paper)

"All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society.

Thus, all early childhood educators have a professional obligation to advance equity.

They can do this best when they are effectively supported by the early learning settings in which they work and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable learning opportunities."

ADVANCING EQUITY in Early Childhood Education

(NAEYC Position Paper)

The position statement outlines steps needed to:

1. Provide high-quality early learning programs that build on each child's unique individual and family strengths, cultural background, language(s), abilities, and experiences and
2. Eliminate differences in educational outcomes as a result of who children are, where they live, and what resources their families have.

This is important because:

Research suggests adults who engage children in culturally responsive educational experiences help to:

- Build young children's self-confidence and skills
- Increase children's awareness, appreciation, and inclusion of diverse beliefs and cultures
- Maximize children's academic achievement and educational success



How does one define CULTURE?

Advancing Equity in Early Childhood Education (NAEYC Position Paper)

- The patterns of beliefs, practices, and traditions associated with a group of people.
- Culture is increasingly understood as inseparable from development.
- Individuals both learn from and contribute to the culture of the groups to which they belong.
- Cultures evolve over time, reflecting the lived experiences of their members in particular times and places.

What is LINGUISTIC COMPETENCE?

“The term *linguistic competence* refers to the unconscious knowledge of grammar that allows a speaker to use and understand a language.”

<https://www.thoughtco.com/what-is-linguistic-competence-1691123>

What is CROSS-CULTURAL COMPETENCE?

- **Cross-cultural competence** refers to your ability to understand people from different **cultures** and engage with them effectively.
- And not just people from the one **culture** that you've studied for years. Having **cross-cultural competence** means you can be effective in your interactions with people from most any **culture**.

Aren't they too young?

The Program for Infant and Toddler Care (PITC) Recommends the following 10 Keys to Culturally Sensitive Care

1. Cultural Consistency
2. Work toward representative staffing
3. Create small groups
4. Use the child's home language
5. Make environments relevant

Aren't they too young?

The Program for Infant and Toddler Care (PITC) Recommends the following 10 Keys to Culturally Sensitive Care

6. Uncover your cultural beliefs
7. Be open to the perspectives of others
8. Seek out cultural and family information
9. Clarify values
10. Negotiate Cultural conflicts

Promoting Cultural & Linguistic Competency

Self-Assessment Checklist for Personnel Providing Services and Supports in Early Intervention and Early Childhood Settings

Tawara D. Goode
National Center for Cultural Competence

<https://nccc.georgetown.edu/documents/ChecklistIEIC.pdf>

Checklist Categories/Topics:

- Physical Environment, Materials and Resources
- Values and Attitudes
- Communication Styles

<https://nccc.georgetown.edu/documents/ChecklistIEIC.pdf>

PHYSICAL ENVIRONMENT - Materials & Resources

Pictures, Posters, Other Materials

- I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children and families served in my early childhood program or setting.

PICTURES, POSTERS, and Other Materials



Images courtesy of Carol Whitener

Props for Dramatic Play/Housekeeping

- I select props for the dramatic play/housekeeping area that are culturally diverse (e.g. dolls, clothing, cooking utensils, household articles, furniture).

Building a CULTURALLY RESPONSIVE and Developmentally Appropriate Dramatic Play Area

By Irasema Salinas-Gonzales, Marlea G Arreguin-Anderson, Ilian Allanis

Supporting Language: Culturally Rich Dramatic Play

Teaching Young Children, NAEYC
Dec/Jan 2018

SUPPORTING LANGUAGE Culturally Rich Dramatic Play

- Circle time on Monday morning (South Texas Head Start)
- La paletteria (food stand selling frozen fruit popsicles) has been taken down
- Children invited to talk about weekend activities
- Panderia (bakery)
- Pan dulce (sweet bread) -corner store or panderia

CULTURALLY RESPONSIVE Programs

- Listen to the children's everyday talk
- Conversations about families' activities
- Young children draw from their experiences to enhance their play
- Authentic play leads to meaningful learning - especially in language and vocabulary

Spark Conversations Through VERBAL MAPPING

Use new vocabulary words in conversations.

Describe actions and objects that are important to children while in a familiar and meaningful setting.

Verbal mapping—describe to children what they are doing (or what you are doing) to introduce new words in a meaningful context.



Provide new props to extend children's play.

Props can be added in phases to build on children's knowledge and hold their interest. Next three slides show the phases of items added for Mrs. Ramos to set up the panaderia.

PHASE 1

- Provide basic bakery props
- Invite families to contribute
- Photos, pictures of familiar breads
- Aprons, spice and extract bottles, plastic mixing bowls, wooden spoons, rolling pins

PHASE 2

- Add more props after listening to children
- Cakes - wedding and *quinceaneras* (girls' 15th birthday celebrations)
- Calendars
- Cookie cutters
- Recipe booklet

PHASE 3

- Add more props
- Fire extinguisher (pretend)
- Timer, cake photo album, pictures of celebrations

DRAMATIC Play

Make it a PRINT-RICH Setting

- Create a print-rich dramatic play center
- Add functional labels, picture books and other materials
 - Familiar recipes
 - Photos of cultural sweet breads
 - Spice or extract bottles (piloncillo - unrefined brown sugar)
 - Labeled shelves with names of different breads and other baked goods
 - Empanadas, conchas and orejas
- See how the words are spelled and - see how to write the words - ordering, selling, or creating new recipes

DRAMATIC Play

Make it a PRINT-RICH Setting

- Interesting space- encourages engagement
- Children make the connection between print and language
- Props help make connection to writing and literacy
- Useful labels to help organize materials
- Signs in English / Spanish Open/ Abierto
- Scaffold children's language

PROP SUGGESTIONS for the Panaderia

PHASE 1 Initial props	PHASE 2 Props added after teacher's experience observations	PHASE 3 Props deliberately added to enhance interest and engagement
Aprons	Apportionment book	Bakery delivery van
Baker's hats	Bread boxes	Bakery on wheels
Bowls	Bulletin board	Baking timer
Baking tray/cookie sheets	Calendar	Cake photo album
Cash register	Cookie pot	Cell phone
Containers for sugar and flour	Cookie container	Fire extinguisher
Prepared bread or photos of bread	Cookie cutters	Picture of community
Extract bottles	Dry mass board	Picture of celebrations
Spice bottles	Hammer	Quinceañera birthday dress
Measuring cups	Open/Close sign	
Oven (cardboard box)	Receipt book/box	
Oven mitts	Songs	
Paper bags	Tortilla press	
Paper and pens	Capote (unrefined sugar)	
Plastic gloves	Piloncillo (unrefined brown sugar)	
Playdough		
Rolling pin		
Variety of paper and writing tools		
Wafers		

Props for Dramatic Play/Housekeeping

I ensure that table-top toys and other play accessories (that depict people) are representative of the various cultural and ethnic groups both within my community and the society in general.

CULTURAL GAMES - Board or Active

Contemporary Cross-Cultural Perspectives on Children's Play

Not all cultures value play the same.

Books

- ✓ I ensure that the book/literacy area has pictures and storybooks that reflect the different cultures of children and families served in my early childhood program or setting.
- ✓ I read a variety of books exposing children in my early childhood program or setting to various life experiences of cultures and ethnic groups other than their own.

BOOKS

- Variety of various life experiences - cultures and other ethnic groups
- We have included in the Resource section a list of some of our favorite books (Web-based resources)
- Ways to access books:
 - Libraries
 - Parent donations
 - Libraries that have book sales
 - Non-profits that do literacy in your community
 - Online companies that offer books in bulk for low costs (Kidsbooks.com)
 - College books - literacy class, Introduction to ECE

Homemade Books

- ✓ When such books are not available, I provide opportunities for children and their families to create their own books and include them among the resources and materials in my early childhood program or setting.

Opportunities to Share Experiences

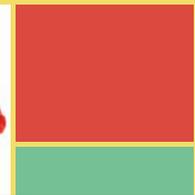
- ✓ I encourage and provide opportunities for children and their families to share experiences through storytelling, puppets, marionettes, or other props to support the "oral tradition" common among many cultures.

Opportunities to Share Family Experiences

- Invite families to share:
 - Storytelling
 - Puppets
 - Other oral traditions
 - Document stories and compare similarities and differences
- Collaborative art installation - such as a quilt
- Offer a blank journal and materials that parents can take home to write



Make sure you are not using a "tourist" approach **KEEP IT AUTHENTIC**



Trips & Community Outings

- I plan trips and community outings to places where children and their families can learn about their own cultural or ethnic history as well as the history of others.

Trips and Community Outings

Grocery Store, ethnic history, other community cultural centers.

- La Botica
- A Tienda
- Royal Bazaar Indian Asian Market
- Delicate Oriental Grocery
- American Asian Food Market
- Asia Grocery 华越
- Hampton Oriental Market
- Bean Oriental Grocery
- Carolina Asian Market
- Four Seasons Oriental Grocery
- J Mart Japanese Grocery
- Jung Ha Oriental Market



Music

- I play a variety of music and introduce musical instruments from many cultures.

Variety of Music and Musical Instruments

- How to find a variety of different music (asking parents)
- Libraries
- Cultural arts centers in community
- Make your own musical instruments

Eating & Cooking

- I ensure that meals provided include foods that are unique to the cultural and ethnic backgrounds of children and families served in my early childhood program or setting.
- I provide opportunities for children to cook or sample a variety of foods typically served by different cultural and ethnic groups other than their own.

Not a Diverse Group of Children

If I have a group of children from same ethnic group - do I introduce other cultural diversity?

Values & Attitudes

Self-Assessment Checklist for
Personnel Providing Services and
Supports in Early Intervention and
Early Childhood Settings

Tawara D. Goode
National Center for Cultural
Competence

<https://nccc.georgetown.edu/documents/ChecklistIEEC.pdf>

- VALUES & ATTITUDES**
- 28. I avoid imposing values that may conflict or be inconsistent with those of cultures or ethnic groups other than my own.
 - 29. I discourage children from using racial and ethnic slurs by helping them understand that certain words can hurt others.
 - 30. I screen books, movies, and other media resources for negative cultural, ethnic, racial, or religious stereotypes before sharing them with children and their families served in my early childhood program or setting.
 - 31. I provide activities to help children learn about and accept the differences and similarities in all people as an ongoing component of program curricula.
 - 32. I intervene in an appropriate manner when I observe other staff or parents within my program or agency engaging in behaviors that show cultural insensitivity, bias, or prejudice.
 - 33. I recognize and accept that individuals from culturally diverse backgrounds may have varying degrees of acculturation into the dominant culture.
 - 34. I understand and accept that family is defined differently in different cultures (e.g. extended family members, fictive kin, grandparents).
 - 35. I accept and respect that male-female roles in families vary significantly among different cultures, as well as the expected roles of men- or women- in families.

Values and Attitudes

In this next section of the “Promoting Cultural and Linguistic Competency” Checklist we will review the Values and Attitudes

Values and Attitudes

- Avoid imposing values that may conflict with other cultures or ethnic groups
- Discourage children from using racial or ethnic slurs - how words can hurt
- Review of resources (books, media) for negative stereotypes
- Provide activities that children learn and accept differences and similarities

Values and Attitudes

- Advocate and intervene when I see others using racial or ethnic disparaging remarks
- Recognize and accept the varying degrees of acculturation into the dominate culture
- Understand that family is defined differently by different cultures
- Understand the male-female roles differ among cultures

Values and Attitudes

- Understand that role or age and life cycles differ
- Professional and moral viewpoints may differ from families, accept that parents/families as the ultimate decision makers for children
- Understand that religion, spirituality and other beliefs influence response to illness, disease, and death
- Mental Health and emotional well being differ from culture to culture

Values and Attitudes

- A child with a disability is influenced by familial folklore, religious or spiritual beliefs
- Health care practices might be rooted in cultural traditions
- Role and value of early childhood varies among cultures
- Approaches to discipline are influenced by culture

Values and Attitudes

- Different cultures have expectations for toileting, dressing, and other self-help skills
- Differences in food, its value, preparation and use different in cultures
- Advocate for program's mission statements, goals, policies, and procedures to ensure incorporate cultural diversity, competence and linguistic competency
- Seek information from family members or community to respond effectively to the needs and preferences of culturally and linguistically diverse children and families.

“Culturally competent practice is a long-term developmental process. Proficiency is not achieved in a day.”

Tripp-Reimer, 1999

RESOURCES

- 200 of the Best Diverse Children's Books for Preschoolers
<https://medium.com/home-sweet-home/200-of-the-best-diverse-childrens-books-for-preschoolers-c93f500bc55>
- Free Music Resources for Teachers from Carnegie Hall
<https://www.weareteachers.com/culturally-diverse-music/>
- Ten Multicultural Education and Equity Websites for Teachers
https://www.nsrharmony.org/wp-content/uploads/2017/10/2014_Nov_-_Connections_TenEquityWebsites.pdf
- Promoting Cultural & Linguistic Competency Checklist - FREE Checklist -
<https://nccc.georgetown.edu/documents/ChecklistIEEC.pdf>
- Teaching Tolerance - Free Kit - <https://www.tolerance.org/classroom-resources/film-kits>

RESOURCES

- Roots and Wings, Revised Edition: Affirming Culture in Early Childhood Programs, Stacey York, Third Edition, Redleaf Press, 2016
- Antibias Education for Young Children and Ourselves, Louise Derman-Sparks and Julie Olsen Edwards, NAEYC
- NAEYC Position Statements on Linguistic and Cultural Diversity - <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDIV98.PDF>
- Supporting Language: Culturally Rich Dramatic Play, Teaching Young Children / December / January 2018, Irasema Salinas-Gonzalez, Marie G Arreguin-Anderson, Ilana Alanis
<https://www.naeyc.org/resources/pubs/tyc/dec2017/supporting-language-culturally-rich-dramatic-play>
- Why Cultural Diversity - <https://child.unl.edu/cultural-diversity>

RESOURCES

- The National Association for Multicultural Education: Advancing and Advocating for Social Justice & Equity - Aren't they too young? https://www.nameorg.org/learn/arent_they_too_young.php
- Connecting Culture and Play: Practical Strategies for Educators Teaching Young Children / February/March 2019 / Connecting Culture and Play: Practical Strategies for Educators, Kamini Kamdar - <https://www.naeyc.org/resources/pubs/tyc>
- National Association for the Education of Young Children. (2019). Advancing Equity in Early Childhood Education: A Position Statement of the National Association for the Education of Young Children. Retrieved from <https://www.naeyc.org/resources/position-statements/equity>.
- The Girl with the Brown Crayon: The Boy Who would be Helicopter: You Can't Say You Can't Play, Vivian Gussin Paley
- Developing Cross-Cultural Competence, A Guide for Working with Young Children and Their Families, Eleanor W. Lynch and Marci J. Hanson, Fourth Edition, 2011 Brookes Publishing

RESOURCES

- Alike and Different: Exploring Our Humanity with Young Children, Bonnie Neugebauer, Editor, National Association for Education of Young Children
- Parent Engagement in Early Learning: Strategies for Working with Families, Julie Powers, Second Edition, Redleaf Press .

CERTIFICATE of Participation

The Certificate is available for download from the **Handouts** section of the **Control Panel**.

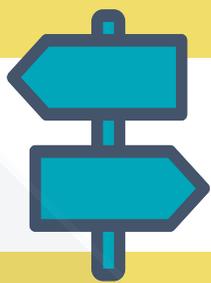



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NEXT webinar

WHAT'S THE DIFFERENCE? Culturally Responsive Teaching & Learning in Early Childhood Education

Healing From Racial and Cultural Discrimination in Early Childhood



Thursday, April 22, 2021 @ 1:00 PM ET

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