Enhancing Cultural Responsiveness

18th Annual Birth to Three Institute
Washington D.C.
July 28, 2014

Presented by:
Faith Lamb-Parker
Tarima Levine
Bob Stechuk

THE NATIONAL CENTER ON
Cultural and Linguistic
Responsiveness

BRYCS Photo/Claudia Gilmore

Office of Head Start National Center on
Cultural and Linguistic Responsiveness
(NCCLR)

Bankstreet
College of Education

EDC Learning transforms lives.

THE NATIONAL CENTER ON
Cultural and Linguistic
Responsiveness

NCCLR Noteworthy App 2.0

Note it!
Plan it!
Share it!
Check it!

Apps available for
• Android phones and tablets
• iPhones and iPads

NCCLR

Agenda

Part 1: What IS 'culture'? Why is it important to infant/toddler development?

Part 2: Exploring Our Own Culture: Culturagram and Funds of Knowledge

Part 3: Key Implications for Working with Families of Infants & Toddlers

NCCLR

Part 1

What **IS** 'culture'? Why is it important to infant/toddler development?

NCCLR

What Are Your Cultural Roots?

- Name

- Role

- City/State
you represent

- Cultural roots

NCCLR

Why Culture?

- Agencies must provide for the development of each child's cognitive and language skills by supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being. *[45 CFR 1304.21(a)(3)(i)(E)]*

- Early childhood programs are responsible for creating a welcoming environment that respects diversity, supports children's ties to their families and community, and…the preservation of children's home languages and cultural identities. *(NAEYC position statement on responding to linguistic and cultural diversity)*

- Early Head Start is uniquely suited to provide children and families from culturally and linguistically diverse backgrounds a strong foundation in early literacy development by creating an environment of acceptance that embraces cultural diversity and empowers families to identify their own literacy goals. *(EHSNRC Technical Assistance Paper #5)*

NCCLR

Developing Cultural and Linguistic Responsiveness: Culturally Responsive Relationships that Support School Readiness

Child and Family Outcomes
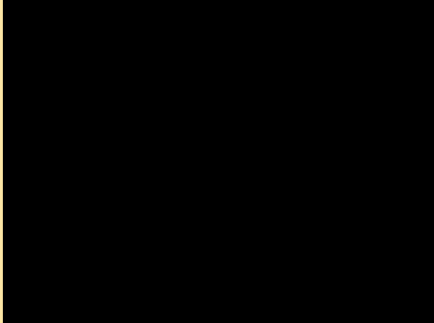
NCCLR

What is Culture? Why is it important?

NCCLR

Culture includes...

Race
Language
Age
Gender
Family Composition
Socioeconomics
Geography
Country of Origin
Religion

NCCLR

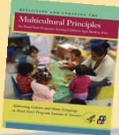## "Elements of culture" Geneva Gay, PhD

NCCLR

Multicultural Principle #1

Every individual is rooted in culture.

NCCLR

'Culture'

- Is the context of family routines and child development

- Is both "acquired" (sub-conscious) and learned (conscious), beginning in infancy

- Involves ways of living: thinking, beliefs and values, and behaviors, such as family caregiving practices

NCCLR

'Culture' Activity

- Review and reflect upon the various definitions of 'culture' in Appendix A, OHS Multicultural Principles for EHS/HS Programs

- How are the definitions similar? Different?

- Share your reflections and ideas: which definition(s) do you prefer?

NCCLR

Approaches to Culture

Cultural Responsiveness

Cultural Competence

Cultural Blindness

Cultural Destructiveness

Adapted from Ford and Kea, 2009

NCCLR

Cultural Concepts

What is…

- Culturagram
- Funds of Knowledge
- Cultural competency and culturally competent practice?
- Cultural responsiveness?
- Critical reflectivity?
- Microaggression?
- Cultural safety?

NCCLR

Part 2

Exploring Our Own Culture:
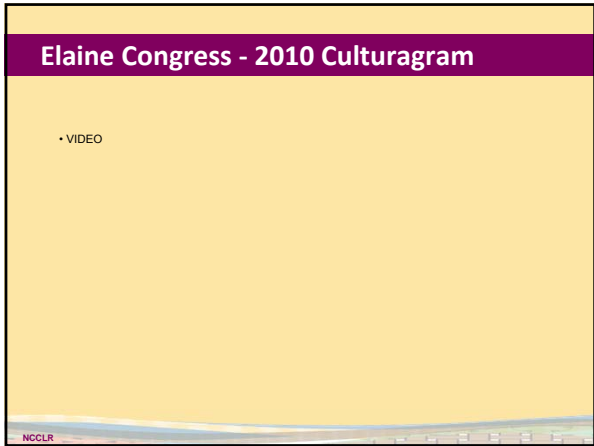Culturagram and Funds of Knowledge

NCCLR

Exploring Our Own Culture

NCCLR

Elaine Congress - 2010 Culturagram
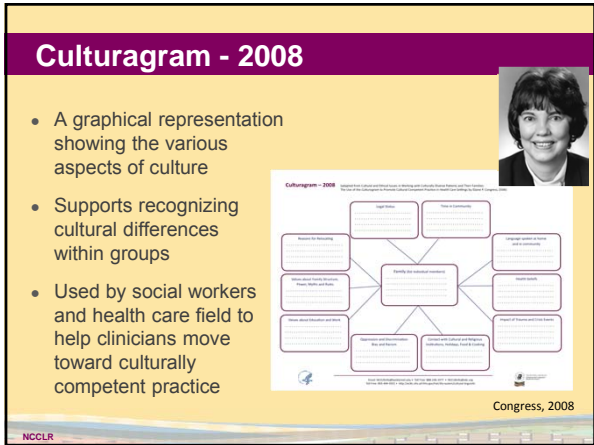
- VIDEO

NCCLR

Culturagram - 2008

- A graphical representation showing the various aspects of culture

- Supports recognizing cultural differences within groups

- Used by social workers and health care field to help clinicians move toward culturally competent practice

Congress, 2008

NCCLR

Luis Moll- Funds of Knowledge

NCCLR

What is 'Funds of Knowledge'?

- Essential cultural practices and bodies of knowledge used to survive, to get ahead, and to thrive.
- Family and community as cultural and cognitive resources for concept and skill development in the classroom.

NCCLR

Funds of Knowledge

- Constructed through social interaction and context
- Highlights awareness of one's own culturally based interaction patterns and how those may inhibit learning

NCCLR

Gonzalez, Moll & Amanti, 2005

Funds of Knowledge Categories

- **Child care**– swaddling baby, giving baby pacifier
- **Household care**–going to laundromat, cooking
- **Family values and traditions**– drinking tea before bed, Three Kings Day
- **Family entertainmen**t-going to mall, playing video games
- **Friendship**- visiting a friend's house
- **Travel**- going to beach
- **Popular TV culture-** watching Dora
- **Education** – going to library, doing homework
- **Economics**- looking at price tags
- **Scientific knowledge-** preparing for tornado
- **Occupation of family members** -branding animals, office routine, construction

NCCLR

(Riojas-Cortez, 2001)

What are my 'funds of knowledge'?

How Funds of Knowledge and Environments Fit Together

Child Care — Popular TV Culture — Economics — Household Care — Friendship — Travel — Education — Scientific Knowledge — Occupations of Family — Family Entertainment — Family Values

Part 3

Key Implications for Working
with Families of Infants and Toddlers

Learn from Families

- MCP #2: The cultural groups represented in the communities and families of each Head Start program are the primary sources for culturally relevant programming.

- Begin and continue communication with families to build understandings of daily routines, goals for children, and caregiving practices

- Use information to individualize as well as to develop cultural responsiveness

NCCLR

Conversation Starters

- Learn how families comfort their children when they are upset, including the words and phrases in the home language (if applicable)

- Share what happens when you use the strategies and language over time

NCCLR

Home Language Supports

- **MCP #6:** Effective programs for children who speak languages other than English require continued development of the first language while the acquisition of English is facilitated.

The Importance of Home Language

- Use NCCLR "Importance of Home Language" series to connect family engagement with language and early literacy content

NCCLR

'Culture' as a Family Strength

- Communicate with families over time to build understandings of family routines and identify family strengths/child scaffolds

- Build on strengths using culturally familiar objects, routines, practices and communication

- Share information on school readiness and connect with existing family practices

NCCLR

Funds of Knowledge as Family Engagement

- Creates an ongoing, two-way communication

- Values families and staff as co-developing partners for school readiness programming

- Builds relationships that are dynamic and that mediate learning

NCCLR

Funds of Knowledge & School Readiness

- Dramatic Play
- Writing Center
- Book Corner
- Block Play
- Art Center
- Science Area
- Manipulatives
- Motor Play

NCCLR

NCCLR Resources

NCCLR

Closing Comments/Questions?

NCCLR

References

Congress, E. P. (2004) Cultural and Ethical Issues in Working with Culturally Diverse Patients and Their Families: The Use of the *Culturagram* to Promote Cultural Competent Practice in Health Care Settings. Social Work Visions from Around the Globe, 39 (3) 249-262.

Congress, E. (2008). The culturagram. In A. Roberts, Social work Desk Reference (2nd ed.) (pp.969-973.) New York: Oxford University Press.

Ford, Y.D., & Kea, C.D. (2009). Creating culturally responsive instruction: For students' and teachers' sake. *Focus on Exceptional Children, 42*(9), 1-16.

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice.* New York: Teachers College.

Ladson-Billing, G. (1995) Toward a theory of culturally relevant pedagogy. American Education Research Journal, 35, 465-491.

NCCLR

References

Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. Theory into Practice, 31(2), 132–141.

Swindler Boutte, G., Lopez-Robertson, J., & Powers-Costello, E. (2011). Moving beyond colorblindness in early childhood classrooms. *Early Childhood Educations Journal, 39*, 335-343.

NCCLR

Contact NCCLR

OHS National Center on Cultural and Linguistic Responsiveness
- Bank Street College of Education
    Toll free: 1.888.246.1975
    Email: ncclr@bankstreet.edu
- Education Development Center
    Toll Free: 1.855.494.0331
    Email: ncclrinfo@edc.org
- Visit us online: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ cultural-linguistic

NCCLR