


CULTURALLY RESPONSIVE CLASSROOMS

Creating culturally responsive classrooms in support of children, families, and caregivers



southwest human development
Creating a Positive Future for Young Children

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Expulsion Prevention

Welcome and Introductions



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Objectives

Participants will:

- Understand how creating culturally responsive classrooms are supportive for the success of all children.
- Examine definitions and aspects of culture
- Consider their own culture, the culture of colleagues, and the culture of children and families
- Explore how to apply these concepts to working with children in the classroom.



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Before we get started . . .

- Thinking about the topic of culturally responsive classrooms, what are two or three questions you have before we begin today?
- Please write down your questions.



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Before our conversation begins...



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What is Culture?

- Please take a couple of minutes on your own to think about culture. What do we mean by “culture” and what does culture mean to you?



ACTIVITY



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Definitions of culture

- There are over 200 various definitions of culture

“The customary beliefs, social forms, and material traits of a racial, religious, or social group; also : the characteristic features of everyday existence (such as diversions or a way of life) shared by people in a place or time”

Merriam Webster

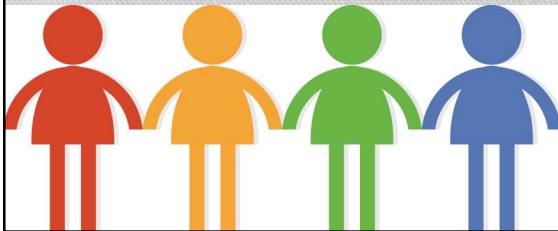


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Definitions of culture

- "[Culture] is that complex whole which includes knowledge, beliefs, arts, morals, laws, customs, and any other capabilities and habits acquired by [a human] as a member of society."

United Nations Educational, Scientific, and Cultural Organization. (2017)



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Culture Worldwide



VIDEO

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Common factors that often contribute to definitions of culture:

- Ethnicity/race
- Primary language
- Level of education
- Religious affiliation
- Family's country of origin



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Common factors that often contribute to definitions of culture:

- Traditions
- Beliefs about problem solving, seeking help and parenting
- Length of time the family has lived in the US
- Family's degree of acculturation
- Where the family currently lives
- Unspoken aspects



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Considerations in Our Discussion

- Everybody has a culture. Culture goes beyond ethnicity.
- Historically in the U.S., the dominant culture was shaped by European-American male perspectives.
- America is considered a “melting pot.”



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Considerations in Our Discussion

- Bias comes in many forms.
- Bias = “Any attitude, belief, or feeling that results in, and helps to justify, unfair treatment of an individual because of his or her identity.” (*Anti-bias Curriculum: Tools for Empowering Young Children*, NAEYC, 1989)



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Considerations in Our Discussion

- Explicit Bias- Conscious stereotypes, prejudices and/or attitudes towards certain groups- the individual is aware of their positive or negative preferences for certain groups (US Department of Justice, n.d.)
- Implicit Bias- Stereotypes and/or attitudes that unconsciously impact our actions, decisions, and understanding. Without our awareness (Ohio State University Kirwan Institute for the Study of Race and Ethnicity, 2015)



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Implicit Bias is...

Implicit Bias is...

Attitudes, Stereotypes, & Beliefs that can affect how we treat others.

Implicit bias is not intentional, but it can still impact how we judge others based on factors, such as:

- Race
- Ability
- Gender
- Culture
- Language

In early childhood settings, implicit biases can affect how providers perceive and respond to children, which can lead to unfair differences in the use of exclusionary discipline practices, such as suspension and expulsion.

Go to our Guide to learn about recommended policies and strategies for promoting all children's success and preventing suspensions and expulsions in early childhood settings! preventexpulsion.org

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Three steps to creating a culturally responsive classroom

1. Self-awareness and recognition of our own culture
2. Learning about the cultures of the people you work with
3. Getting to know the children and families in your program



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Sharing about ourselves, learning about each other

1. Share a practice from your childhood that reflects your culture
2. Share a message from your childhood that reflects your culture
3. Share a bias you have experienced regarding your own culture (or an experience where you may have felt left out)

ACTIVITY



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So many stories... and many more untold

- Consider the children and families that you work with and their...
 - Traditions
 - Beliefs
 - Experiences with biases or experiences of being left out



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Culture, Bias, and the Potential Impact on Children

- Development of self-identity
- Social-Emotional Development
- Attitudes and beliefs about differences



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Getting to Know Children and Families

- How do you learn about the culture, traditions, beliefs, practices of the children and families in your classroom?



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Getting to Know Children and Families

- Family Background and Structure
- Education
- Interpersonal Styles
- Teaching/Redirection
- Time and Space



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Getting to Know Children and Families

- Religion
- History, traditions, holidays
- Food
- Health



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What's Already in Place? What activities do you do now that support a culturally responsive classroom?

More Ideas...

- Initial connections that include a few questions
- All about me activities
- Creating books about the family, traditions, etc.
- Special classroom toy/object, and journal that goes home with a child so the family can add a journal entry about what the toy/object did at their house (written, drawn, photo, etc.)



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What's Already in Place? What activities do you do now that support a culturally responsive classroom?

More Ideas...

- Socials - extending the getting to know you opportunities
- Cultural days
- Opportunity for family members to participate/be involved in the classroom
- Show and tell of family traditions, etc.
- Others?



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Culturally Sensitive Care in the Classroom

As you get to know children (and families) in your care, consider how your program/center/school embraces differences.



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Culturally Sensitive Care in the Classroom

- Cultural Consistency – open and inclusive of everyone
- Work towards representative staffing
- Create small groups – opportunities for more connection



Carter, M. and Curtis, D. (1994).

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Culturally Sensitive Care in the Classroom

- Consider language
- Relevant environments- children learn when the information is relevant to them
- Discover your own cultural beliefs – self-awareness and reflection



Carter, M. and Curtis, D. (1994).

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Culturally Sensitive Care in the Classroom

- Be open to the perspectives of others – children, parents, colleagues,
- Cultural Curiosity- seek out cultural and family information
- Clarify values – self, co-workers, parents, program



Carter, M. and Curtis, D. (1994).

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Classroom Materials- Considering Culture and Language

- What materials are currently in your classroom that support culturally responsive care?



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Classroom Materials- Considering Culture and Language

- Dramatic play and art materials
- Pictures, puppets, dolls, food, clothes
- Consider and represent diverse cultures, people with differences



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Classroom Materials- Considering Culture and Language

- Diverse literature
- Cultures, lifestyles, and income groups
- Reflective of the children in the classroom



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Classroom Materials- Considering Culture and Language

- Books from different cultural perspectives (not just translations of English stories)
- How is information shared with families? In the family's home language? Written without professional jargon?
- The environment- is it welcoming to families?



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Classroom Materials- Considering Culture and Language

- Classroom Visuals
 - Language
 - Posters
 - Photos (children, families, teachers and staff)



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Creating culturally responsive classrooms...

- Gives us opportunities to get to know ourselves and our own cultures
- AND gives us opportunities to get to know our colleagues, children and families, and their cultures
- In learning more about others, we are more informed and aware of biases
- Partnering with parents and families helps in so many ways!



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Where do we go from here?

- Please take a few minutes and think about our discussion today.
- Write down two things/goals/activities you'd like to do this week to support culturally responsive care in your classroom.



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Reviewing our objectives . . .

This is what we accomplished today:

- Creating culturally responsive classrooms is important in supporting the success of children.
- Examined definitions and aspects of culture
- Considered our own culture, the culture of colleagues, and the culture of children and families
- Explored how to apply these concepts to working with children in the classroom.



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Questions?



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Resources for Early Childhood Programs

- Technical Assistance:
602-373-8130
- Smart Support Early Childhood Mental Health Consultation Program
1-866-330-5520
- Birth to Five Helpline
1-877-705-5437
- Trainings. See the Arizona Early Childhood Workforce Registry: www.azregistry.org (use "expulsion" to search)



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Resources of School-age

- **Afterschool Alliance**, www.afterschoolalliance.org
- **Child Care Resource and Referral**, arizonachildcare.org
- **Arizona Center for Afterschool Excellence**, call or email Courtney Sullivan, 480-730-7126, or csullivan@azafterschool.org
- **Technical Assistance: 602-373-8130**
- AZ STEPS Resource Consultant: Use the Expulsion Prevention Support Request form found at www.azccrr.com
- Trainings. See the Arizona Early Childhood Workforce Registry: www.azregistry.org (search using "expulsion")

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