Why Diversity Matters!: Being a 'Golden' Champion for All Children

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University of Nebraska Lincoln EXTENSION

Up/Down

A SMALL WORLD
DAY CARE
KDG 1ST GRADE
REGISTER NOW

Meet Zoe!

Research Site #1

My daughter notices what matches and what doesn't match. She's like, "Mommy, your hair and my hair match. But my dad, my skin matches daddy's skin"… sometimes we'll see someone who looks different and instead of going, "Ssshh… you can't say that.." we go, "Oh yeah, they do look different… their hair is different isn't it? It doesn't match." I don't know if that really directly answers the question, but it should be talked about.

Let’s Move it, Move it!

Hello Around the World

- Spanish Hola (oh la)
- Vietnamese Chao chau
- Korean Annyong ha shimnikka
- Swahili Jambo
- Chinese Ni hao (nee-Ha-OW)
- Russian Zdravstvuite (ZzDRAST-vet-yah)
- Japanese Konichiwa (koh-Nee-chee-wah)
- Polish Czesc (Chesht)

Flow~

Culturally Responsive Education

- Beliefs + Critical Reflection
- Practice (Instruction, Assessment & Environment)

CRP Principle #1

- Have a deep understanding that teaching is a sociopolitical act and how the classroom can support equity, justice, and opportunity (Banks, 1993; Derman-Sparks, 2009; Ladson-Billings, 2014).

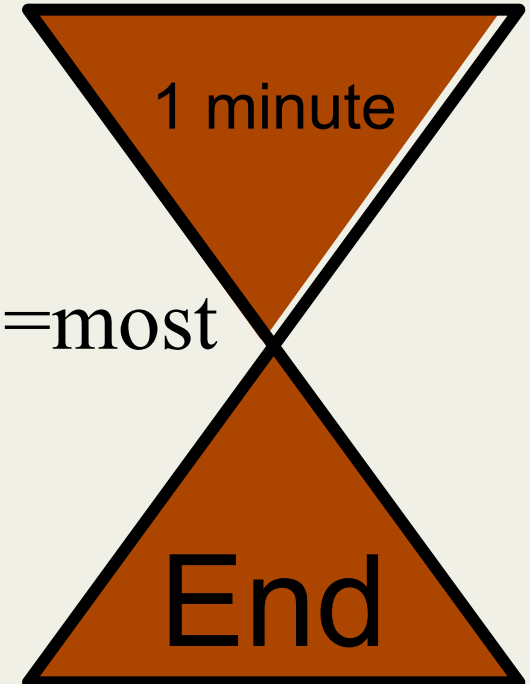
An awareness that children's social identities predisposes them to "isms" (e.g., race & native language)

Engage in critical reflective practice

How are YOU Diverse?

Constellation of Identity

- Take a sheet of paper and draw a huge circle. In the center of the circle place the word ‘ME’. Now within the circle list the various ways that you identify yourself.
- Select the three identities that are most important to you.
- Prioritize your top three identities (1=most important, 3=least important)



Baptist

Sorority

Educator

Female

ME

Family

Wife

Researcher

African American

Age 30-35

Constellation of Identity

- Reflect on the **three** identities that you selected.

  * Think about why these identities are priorities for you.

  * Reflect on the impact these identities have had on the formulation of **who you are now**.
- What positive responses or experiences have you had in relationship to your three most important identities?
- What negative responses or experiences have you had in relationship to your three most important identities?
- What about the children and families you serve?

We _____
who we are?

Pearls of Wisdom….

"We experience our own culture from the deepest levels toward the surface and so our own culture can be largely invisible to us…When we look at another culture, however, we tend to see the surface first, and we may fail to probe toward the deeper well springs of meaning. This, too, can cut us off, and make culture and other people invisible" (Ayers, 2001, p.76).

An Iceberg Concept of Culture

dress ✿ age
gender ✿ language
✿ race or ethnicity ✿
physical
characteristics

✿ eye behavior ✿
✿ facial expressions ✿
✿ body language ✿ sense of self ✿
✿ gender identity ✿

notions of modesty ✿ concept of cleanliness
✿ emotional response patterns ✿ rules for
social interaction ✿ child rearing practices ✿
✿ decision-making processes ✿
✿ approaches to problem solving ✿

✿ concept of justice ✿ value individual vs. group ✿

✿ perceptions of mental health, health, illness, disability ✿

✿ patterns of superior and subordinate roles in relation to status by
age, gender, class ✿ sexual identity & orientation ✿

Adapted by the NCCC

Slide Source: The National Center for Cultural Competence, 2005

and much more...

Critical Reflection

Digging Deeper

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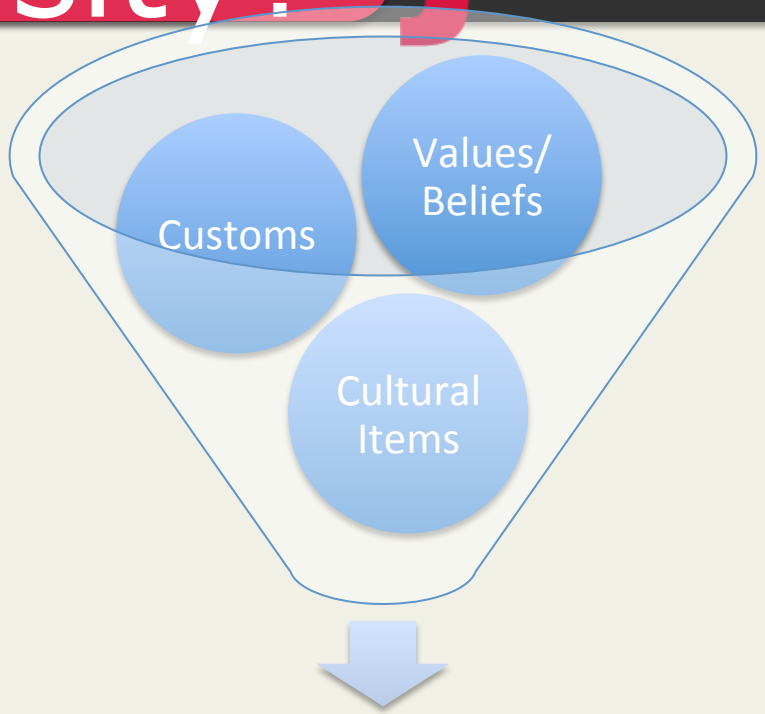
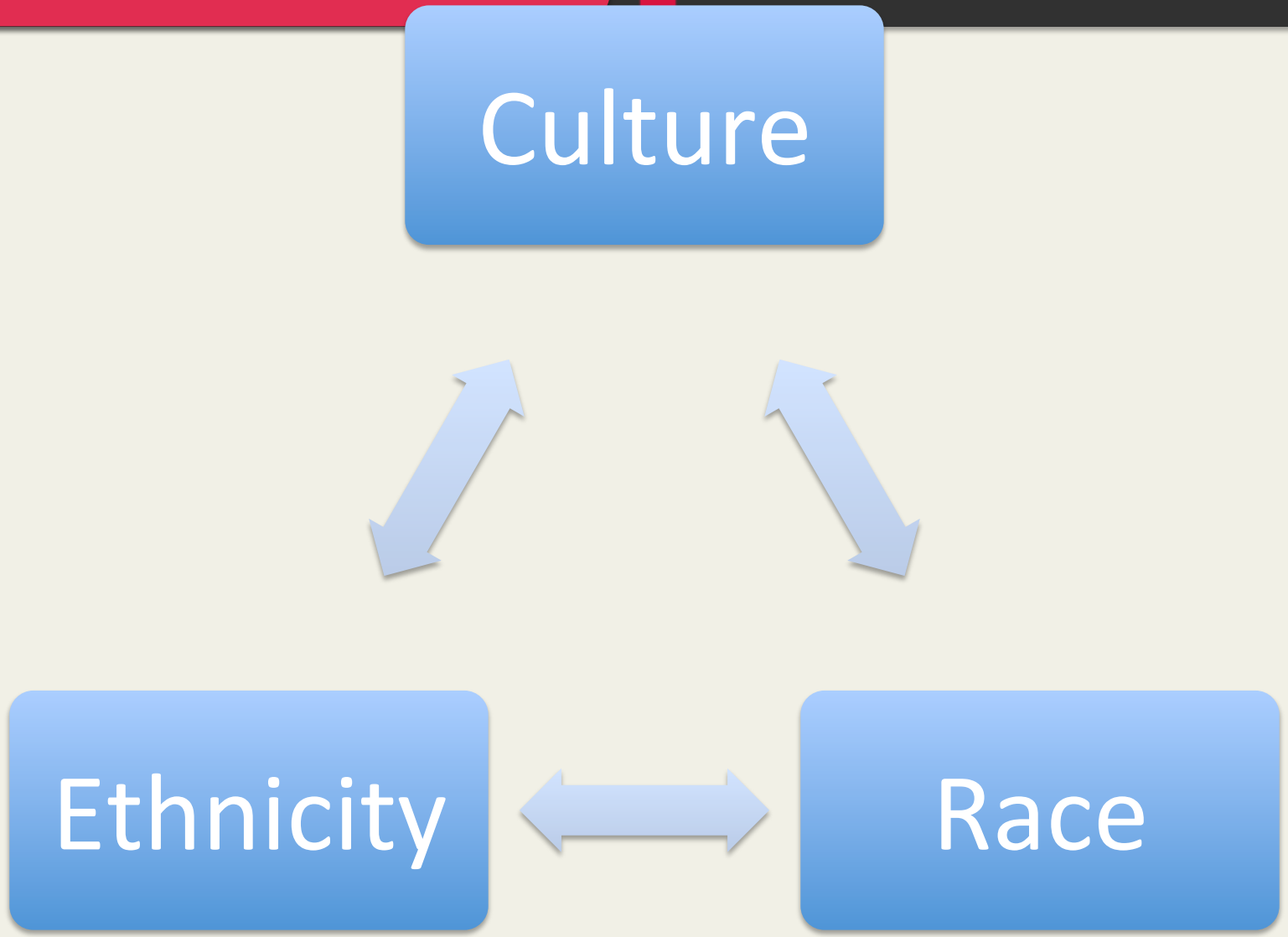
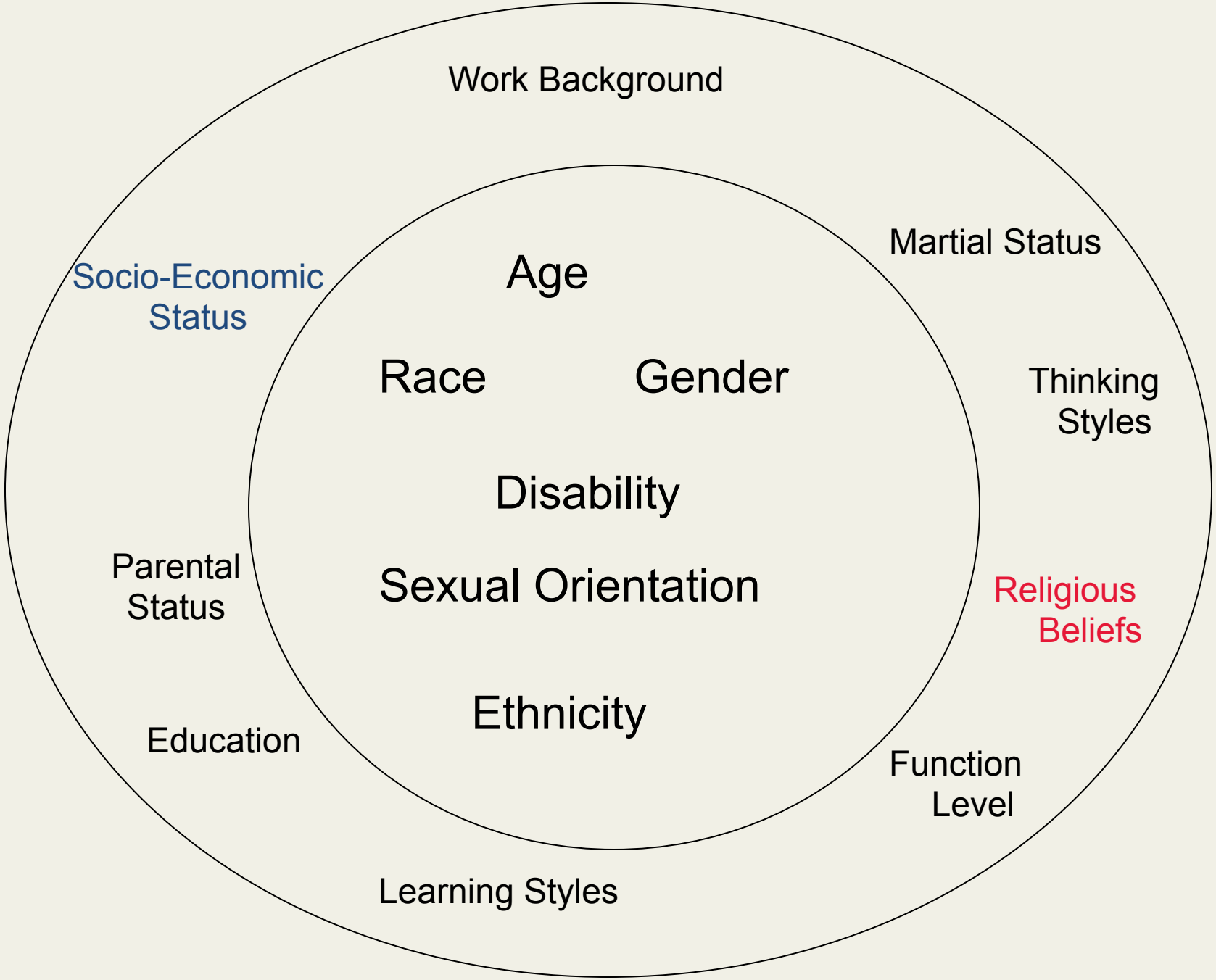
What is Diversity?



Ethnicity, gender, SES, sexual orientation,
language,
disability, religion, age, family life..


Culture
Ethnicity
Race


Work Background
Martial Status
Socio-Economic Status
Age
Race
Gender
Thinking Styles
Disability
Parental Status
Sexual Orientation
Religious Beliefs
Ethnicity
Education
Function Level
Learning Styles

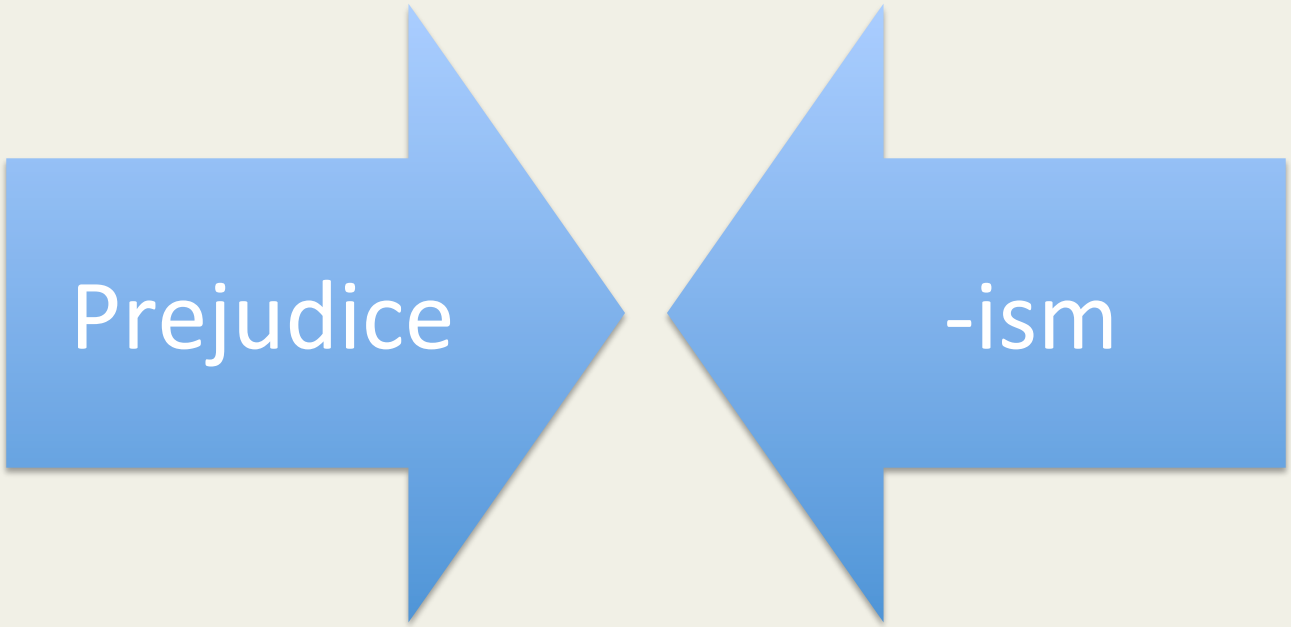
What’s your Social Status?

What does it mean?

- *Am I* privileged?
- Do I view the world and others through a filtered lens?
- Must others fit into my values, beliefs and personal norms?
- Can I view the world from the perspective of others?
- How does privilege impact _____?

Many types of privilege

- White privilege
- Male privilege
- Christian privilege
- Class privilege
- Age privilege
- Language privilege


Prejudice
-ism

Common Fallacies

- I do not hold any prejudices or have any stereotypes
- I am not effected by racism, ageism, sexism, etc.
- Talking about these things make it worse

Facts

- Prejudice and racism are embedded in all societies
- Important to recognize the impact that stereotyping, prejudice and bias have played in our identity development
- Goal is to bring our prejudices to the conscious level and understand that they affect all future understandings

Prejudice

- Prejudice is the attitudinal component of our perceptions
- Prejudice deals with how we feel about people
- We make a value judgment as positive or negative before we meet or get to know that person

- Stereotyping deals with how we label, categorize and describe people

Internalized Oppression & Stereotype Threat

When a member of a stereotyped group internalize the stereotypical categories about his or her own group.

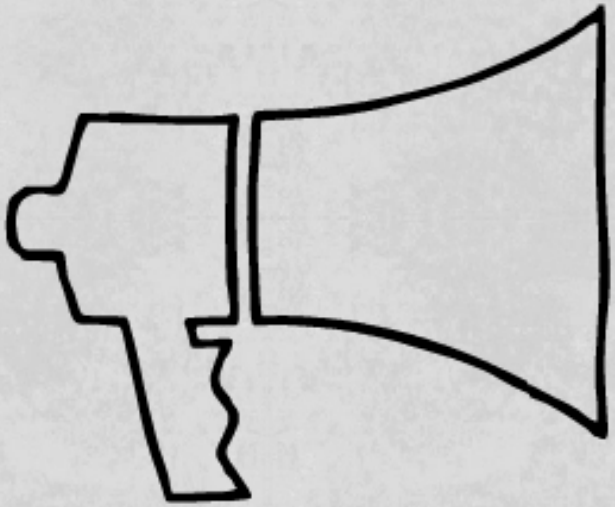
- https://www.youtube.com/watch?v=ybDa0gSuAcg

Silent Beats

https://www.youtube.com/watch?v=Nnr41dvsDvY

Micro-Aggressions

cultural concepts explained...



microaggression

https://unl.box.com/s/z3vpnuqz3f2wdlngj2odrs0hjw15qsfh

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But So What?

Culturally Responsive Education

Let’s Move it, Move it!

Leader: Kye Kye Kule (chay chay koo-lay)

Chorus: Kye Kye Kule

Leader: Kye Kye Kofinsa (chay chay koh-feen sah)

Chorus: Kye Kye Kofisa

Leader: Kofisa Langa (Koh-fee sah lahn-gah)

Chorus: Kofisa Langa

Leader: Kaka Shilanga (Kah-kah shee lahn-gah)

Chorus: Kaka Shilanga

Leader: Kum Aden Nde (koom ah-dehn day)

Chorus: Kum Aden Nde

Leader: Kum Aden Nde (koom ah-dehn day)

Chorus: Kum Aden Nde, HEY!

Translation:

Hands on your head
Hands on your shoulders
Hands on your waist
Hands on your knees
Hands on your ankles
Hands on your ankles, hey!

CRP- Principle #2

Professionals must:

1. Believe that all students can succeed.
2. Maintain affirming student-**teacher** relationships.
3. See excellence as a complex standard that takes student diversity and individual differences into account (Ladson-Billings, 1999, 2014; Paris, 2012).

**These practices need to be stable over time.*

CRP: Principle #3

Learning is socially and culturally mediated (Groulx & Silva, 2010).

- Cultural <u>and</u> linguistic experiences

Why Diversity Matters

I could tell you
If I wanted to.
What makes me
What I am.
But I don't
Really want to-
And you don't
Give a damn.

(Langston Hughes, "Impasse", 1952)

Why Diversity Matters

The Rose that Grew From Concrete

Did you hear about the rose that grew from a crack in the concrete?
Proving nature's law is wrong it learned to walk without having feet.
Funny it seems, but by keeping its dreams, it learned to breathe fresh air.
Long live the rose that grew from concrete when no one else ever cared.

You see you wouldn’t ask why the rose that grew from the concrete

Had damaged petals. On the contrary we would all celebrate its tenacity

We would love its will to reach the sun

Well, we are the rose-this is the concrete-and these are

My damaged petals. Don’t ask me why, thank God…, ask me how!

Tupac Shakur (1999)

CRP: Principle #3

Learning is socially and culturally mediated (Groulx & Silva, 2010).

- Cultural <u>and</u> linguistic experiences

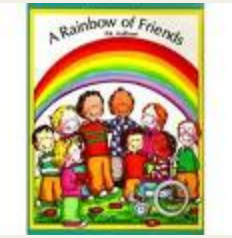
Why Diversity Matters?

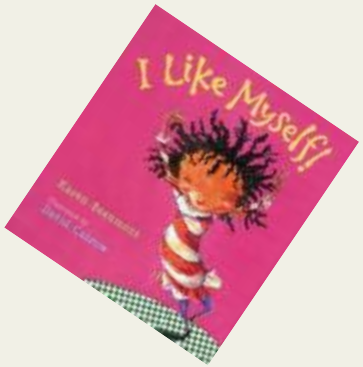
- Heart of learning and application for young children
- Enhances holistic development
- Increase in family involvement and long term academic and social outcomes
- Decrease in misidentified special education referrals and replacement
- Standard of Excellence

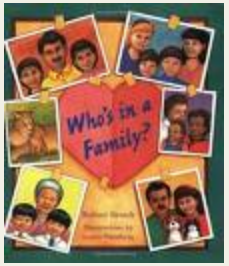
CRP: Principle #4

Intentionally and effectively use and support the languages, literacies, and cultural tools of students who represent the dominant **and** marginalized sectors of our society (Beauboeuf-LaFontant, 1999).

Children's Literature







Task

- Read Book (story/circle time)
- Discuss following:

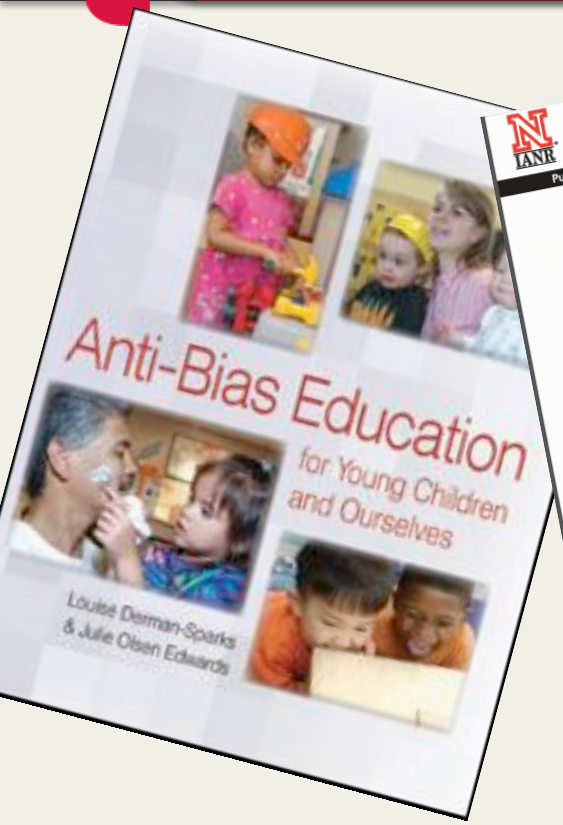
✓ Overall perceptions about the book (Mental and Affective reactions)

✓ What element of diversity does this book address?

✓ How does (or doesn't) this book support culturally responsive education?

✓ How does (or doesn't) this book represent positive, non-stereotypical images of CLD children & families? (use worksheet last)

Additional Resources



NebGuide

Published by University of Nebraska–Lincoln Extension, Institute of Agriculture and Natural Resources

G2241

Culture Matters — Strategies to Support Your Young Child's Social Cultural Development

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How particular groups of people live is called culture. Learning more about cultural diversity can help expand an appreciation of others. This publication describes ways that parents can intentionally familiarize their children with cultural diversity at home and support the diversity efforts of their child's teacher.

WHAT?

What is Culture?

Culture refers to how particular groups of people live. In the broadest sense, culture is the "items," "customs," and "values" we use to express ourselves and engage in the world around us. We **ALL** have a culture!

Cultural examples or tangibles include how we express our diverse cultural backgrounds in clothing, jewelry, food, furniture, art, music, dance, language, and games, for example.

Customs include celebrations, holidays, marriage, how people communicate, age of adulthood, recreation, roles of individuals within a family, child care, and how people show affection.

Values are our beliefs or the reasons for our actions. Examples of what a person may value could include their role of people in the world, role of children, role of the environment, attitude toward time, attitude toward money, definition of achievement, or understanding of the world in which we live.

The ways in which we are culturally diverse include ethnicity, gender, socioeconomic status, religious affiliation, family structure, age, and disability.

Everyone has a culture, and sometimes this culture may be invisible to us. However, as early childhood professionals it's important to understand the culture that children bring to the classroom and how our own culture impacts how we interact with and teach young children.

Children's first and most important teachers are their parents. Therefore from the early beginnings of a child's life, they are experiencing and learning about their culture. Cultural aspects unique to young children's homes includes the language they speak (**Ni Hao!/Hello!**); interactions with their primary caregiver (**Love you Nana!/Big hug Uncle!**); or even their mealtime routines (**Yummy pizza/Okyes, Soul Food Sunday dinner!**). When we get to know cultural practices in the house, we can use this knowledge to create activities and experiences that are meaningful and connected to children's lives.

SO WHAT?

Why does culture matter in early childhood education?

Culturally Responsive Teaching draws upon the cultural knowledge, skills and talents that young children bring with them from home (Gonzalez-Mena, 2009; Ladson-Billings, 2014). When we teach children based on their uniqueness and where they come from, WE as early childhood professionals begin to:

Pulling it All Together

How does the following teachers represent culturally responsive education:

1. Beliefs
2. Practice (environment; instruction)

How are the children responding?

Let's Take a Look!

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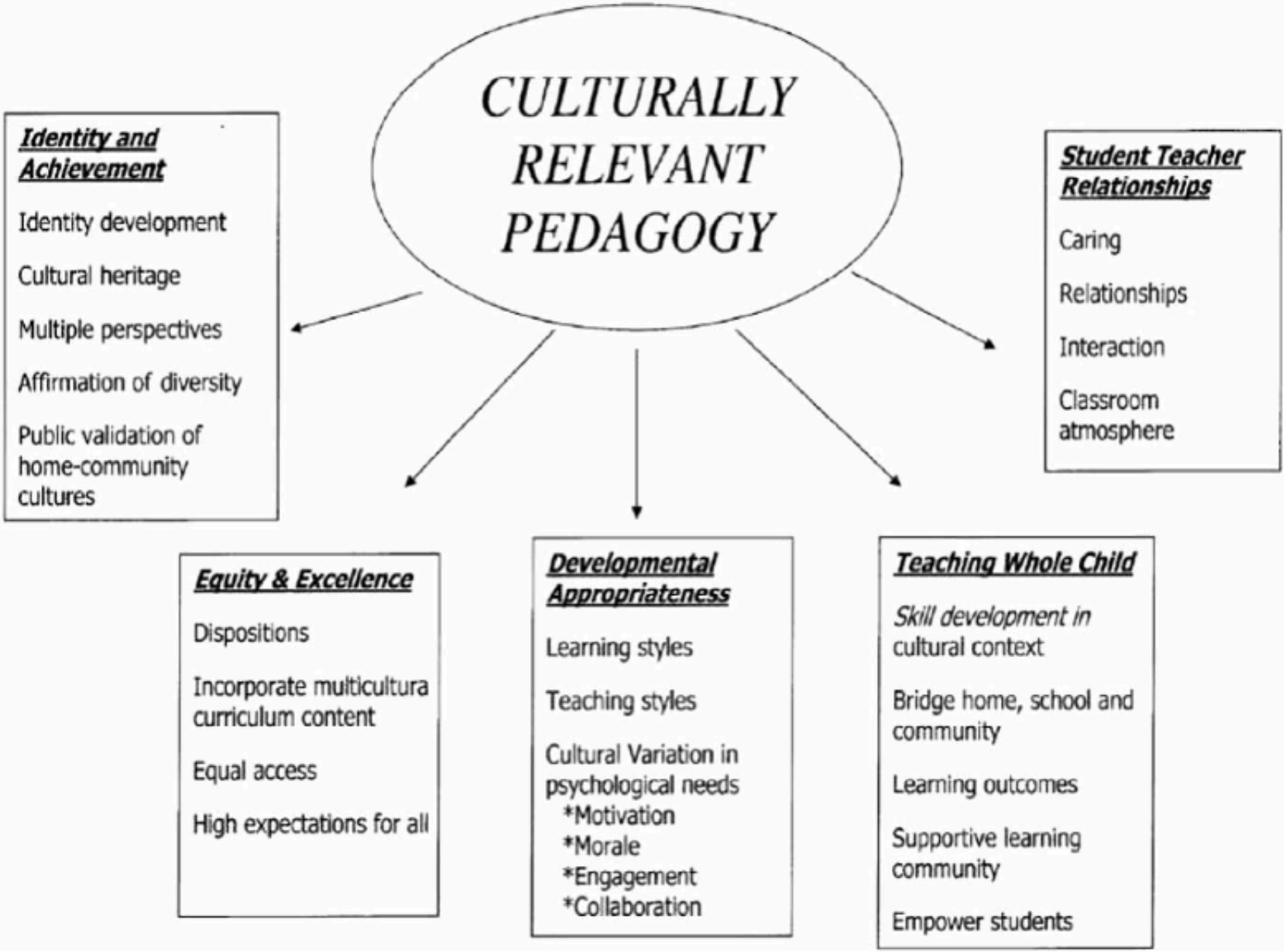
The Principles of Culturally Relevant Pedagogy



Questions & Reflections