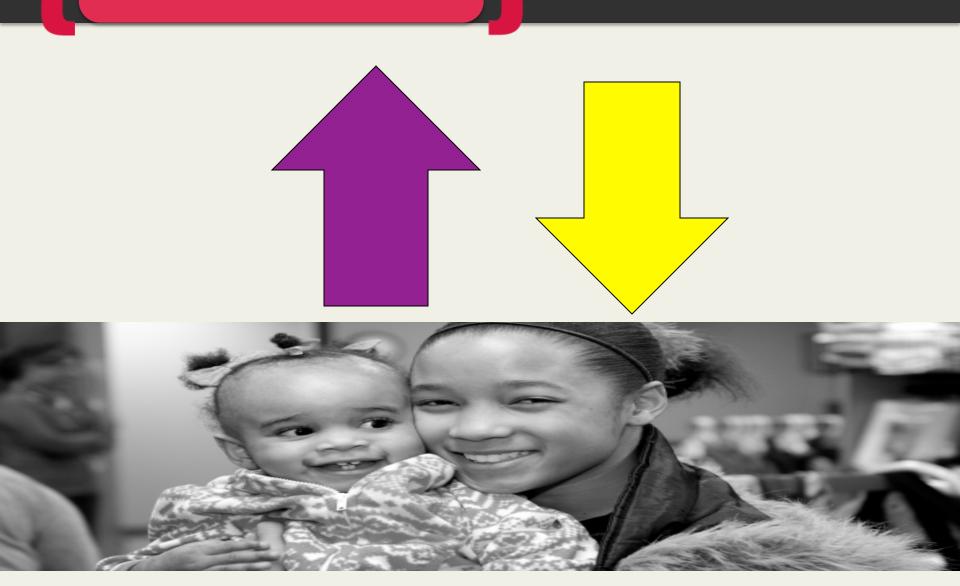




Up/Down







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)

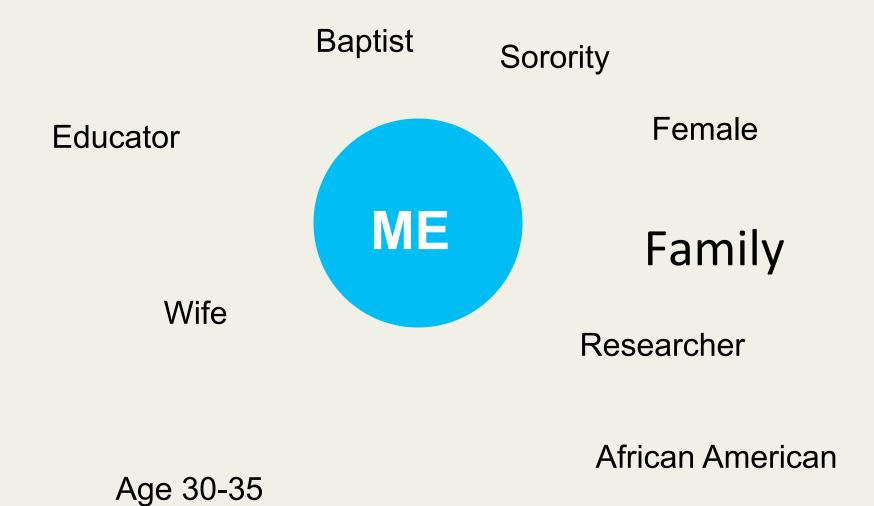
Engage in critical reflective practice



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)

1 minute



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?

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

dresso age gender 🗭 language race or ethnicity physical characteristics eye behavior Adapted by the NCCC ♠ facial expressions ♠ ♠ body language ♠ sense of self♠ notions of modest concept of cleanliness emotional response patterns rules for social interaction

child rearing practices

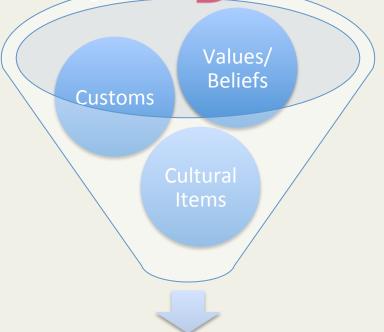
• ♠ decision-making processes ♠ ♠ approaches to problem solving

- ☆ concept of justice value individual vs. group
 ◆
- perceptions of mental health, health, illness, disability
- patterns of superior and subordinate rolein relation to status by age, gender, class sexual identity & orientation

and much more ...



What is Diversity?

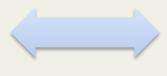


Ethnicity, gender, SES, sexual orientation, language, disability, religion, age, family life..

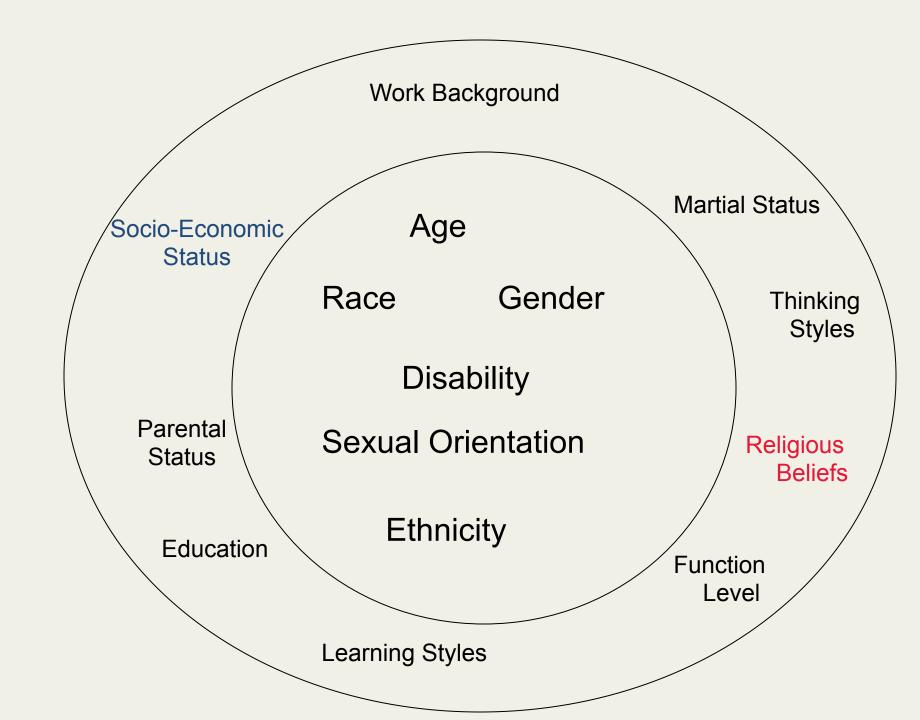
Culture



Ethnicity



Race





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 _____?

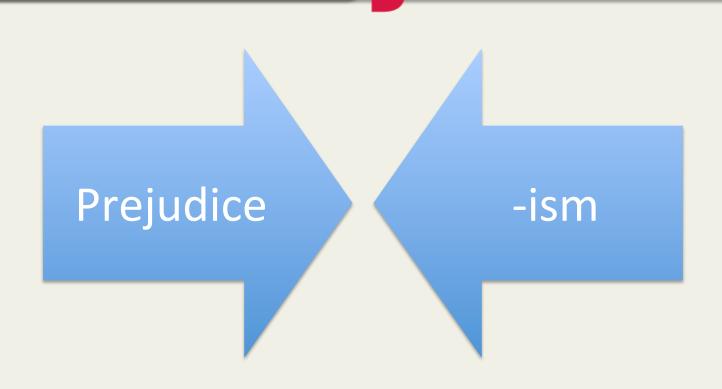






Many types of privilege

- White privilege
- **♦** Christian privilege
- ◆Class privilege
- ◆Age privilege
- **♦** Language privilege



Common Fallacies

◆ 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

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





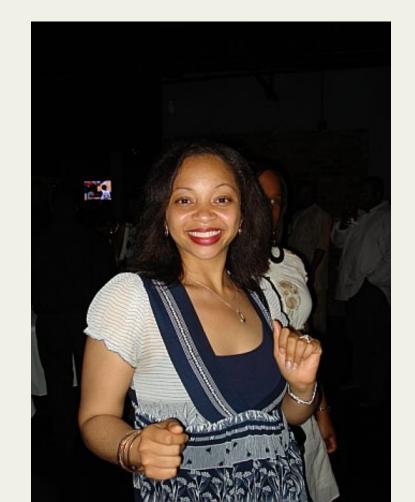


Silent Beats

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

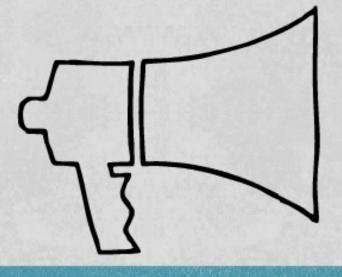






Micro-Aggressions

cultural concepts explained...



microaggression

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





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 and 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 toAnd 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 and 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

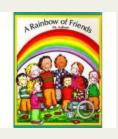


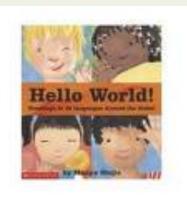
CRP: Principle #4

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).



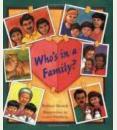
Children's Literature



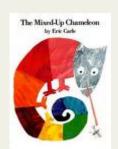








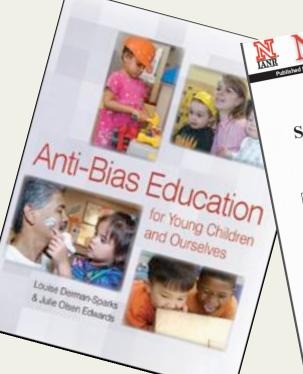




Task

- 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, nonstereotypical images of CLD children & families? (use worksheet last)

Additional Resources



NebGuide ebGuide Culture Matters — Strategies to Culture Matters - Strategies to Support Your Young Child's Social Support Young Children's Social and Nebraska Inch Cultural Development Tonia R. Durden, Early Childhood Extension Specialist
Elsa Escalante and Kimberly Blitch, Extension Graduate Assistants Elsa Escalante and Kindberty Blitch, Extension Specialist

Craduate Articles and Condition of Craduate Articles as culture Learning more about cultural diversity called a superciating and enterpretable of others. This sometimes this culture p culture Learning more about cultural diversity can publication describes ways that early childhood modes. This invisible to us. Howey expand an imprecision and enjoyment of others. This can help support young children's not profess.

Lead to be compared to the compared of others of the compared of the compa How particular groups of people live is called dren's first and most publication describes was that early childhood professional describes was that early childhood professional describes and children's accidental describes accidental descri culture. Learning more about cultural diversity can teachers are, YOU, curiure. Learning more about custural diversity can help expand an appreciation of others. This publication nespeapana am appreciation of others, i his publication describes ways that parents can intentionally familiar-Therefore from the we were ways manyarens can intentionary ramitiative their children with cultural diversity at home and nings of your support the diversity efforts of their child's teacher. are experien What is Culture? about the Everyone has a culture, and constitue this a culture and the culture and the culture that the culture that be constituted to the culture that the culture Culture refers to how Particular Broups of People Free Culture is the "Items." Culture is the "Items." Culture is the "Items." Culture is the "Items." Culture is and customs Culture refers to how particular strongs of second fire a culture of a invisible to us. However, as easy conditions that the same shows that the same shows that examp WHAT? to im Childhood professionals it supported that to understand the culture that Culture refers to how particular groups of people live. State to understand the culture tear and both of the Characom ound as. We dill have a culture!

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a diverse cultural backgrounds in clothing involve how we express

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the can use this knowledge to create activities and experi that are meaningful and connected to children's lives

Why does culture matter in early childhood education?

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the first home (Consules Men, 2000, Lidon from with
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Section

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_{NW} arrection. Values are our beliefs or the reasons for o

nch we rive. The ways in which we are culturally diverse include ine ways in which we are cummany diverse include ethnicity, sender, socioeconomic status, religious affiliation, family structure, age, and disability.

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!



Pulling it All Together

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Let's Take a Look!



0:00:30

Pulling it All Together

How does the following teachers represent culturally responsive education:

- 1. Beliefs
- 2. Practice (environment; instruction)

How are the children responding?

The Principles of Culturally Relevant Pedagogy

Identity and Achievement

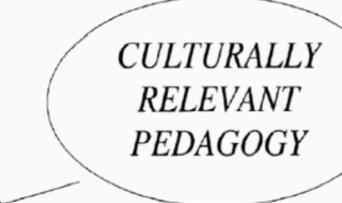
Identity development

Cultural heritage

Multiple perspectives

Affirmation of diversity

Public validation of home-community cultures



Student Teacher Relationships

Caring

Relationships

Interaction

Classroom atmosphere

Equity & Excellence

Dispositions

Incorporate multicultura curriculum content

Equal access

High expectations for all

<u>Developmental</u> <u>Appropriateness</u>

Learning styles

Teaching styles

Cultural Variation in psychological needs

- *Motivation
- *Morale
- *Engagement
- *Collaboration

Teaching Whole Child

Skill development in cultural context

Bridge home, school and community

Learning outcomes

Supportive learning community

Empower students

Questions & Reflections

