

# Supporting Children in Cultures of Caring and Competence



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# 0-8 Frame

Goal: children's early experiences ensure that they enter the fourth grade:

- \* Having confidence that they belong and can do well in school
- \* Knowing that they are valued and valuable
- \* Knowing that who they are, and what they know, say, and feel is important

# FirstSchool Instructional Practices for Achieving Equity

**Culture of Caring**



**Nurturing Positive Relationships**

**Strengthening Self-Efficacy & Identity**

**Developing the Whole Child**



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**Culture of Competence**




**Encouraging Peer Interactions**

**Supporting Independence**

**Promoting Self-Regulation**

**Prioritizing Communication**

**Culture of Excellence**



**Balancing Teaching Approaches**

**Integrating & Balancing Curriculum**

**Building Higher Order Thinking**

A culture of caring needs to be in place before substantive learning can occur. It is foundational to child success as it ensures one feels safe, valued, and accepted.

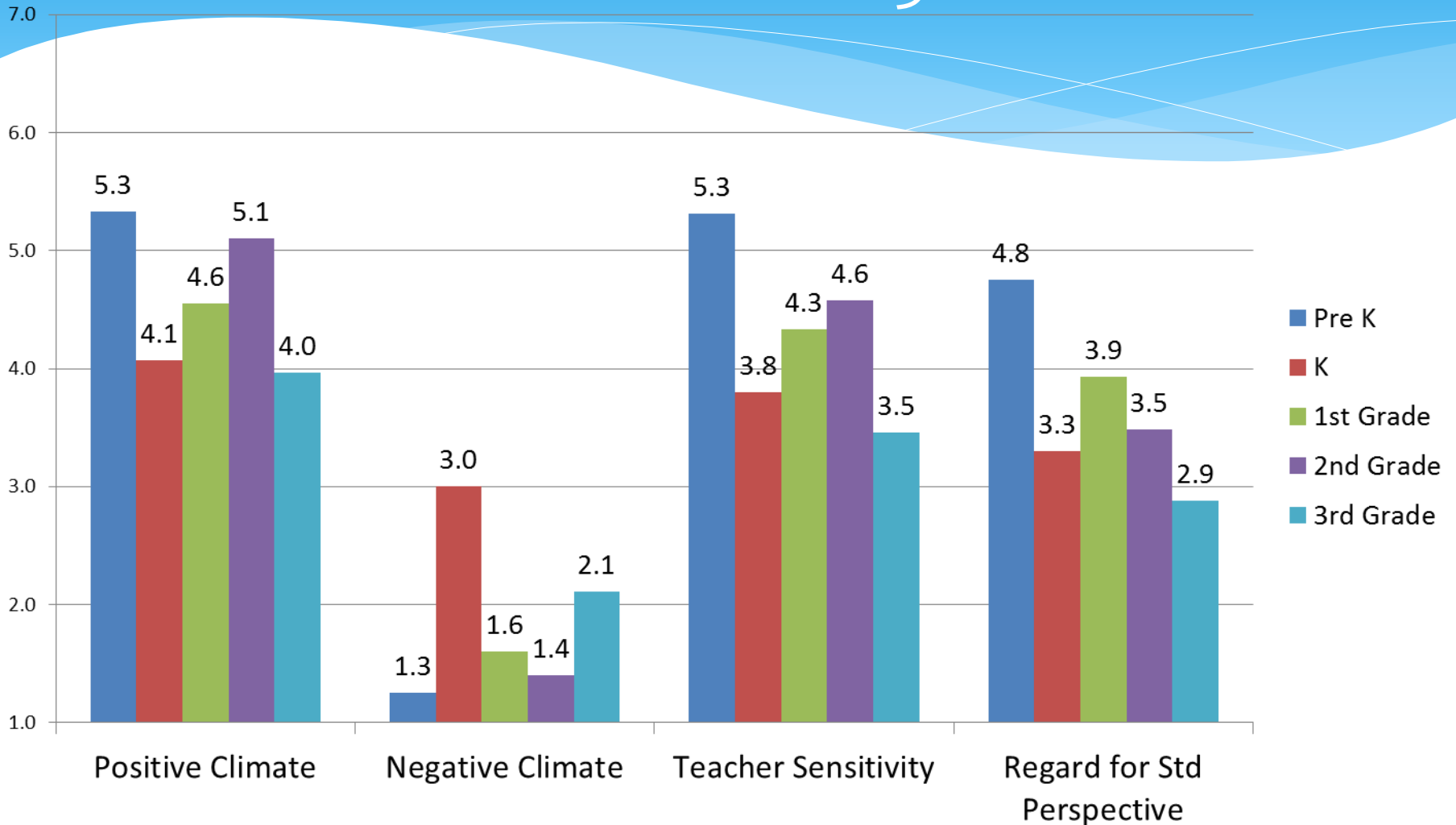
# A Good Start is Critical to a Child's Success

Children form academic trajectories early in their school careers that tend to be stable and difficult to change over the course of their schooling

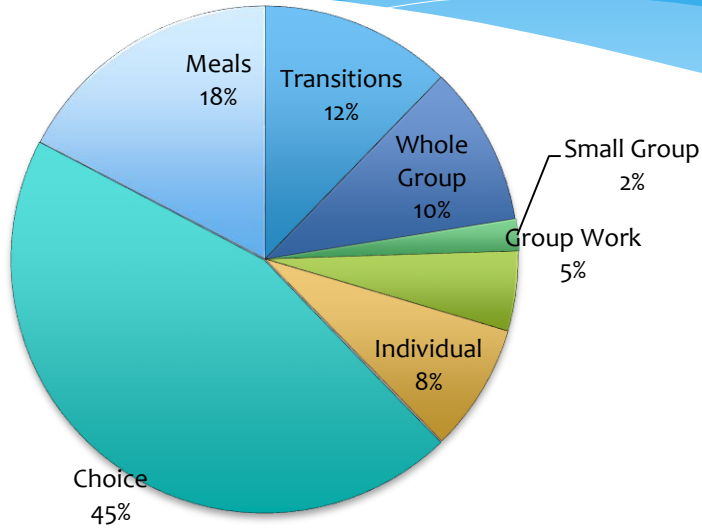
(Alexander & Entwisle, 1993)

What does this mean for children who have a difficult beginning to their school careers?

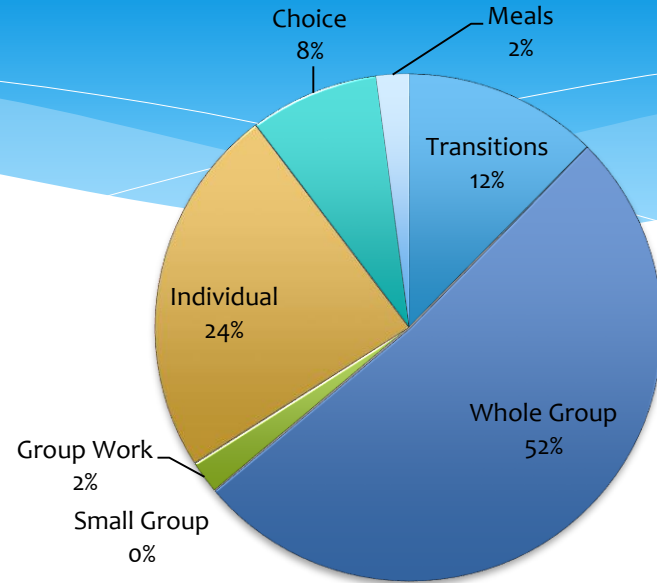
# CLASS: Emotional Support Across PreK-3



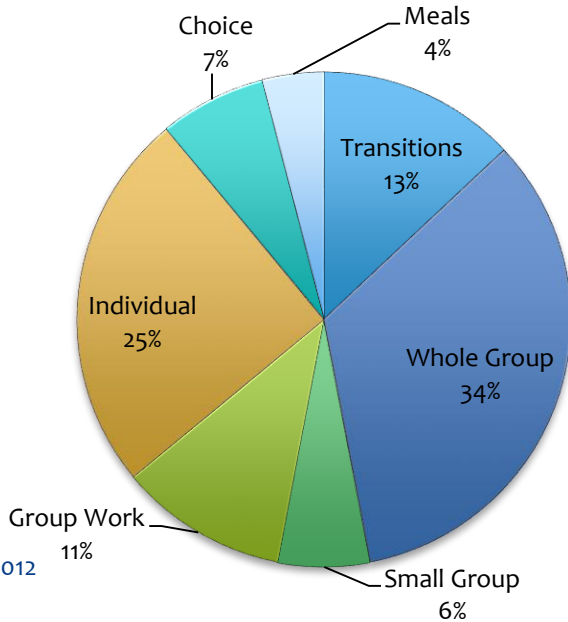
## Activity Settings PreK



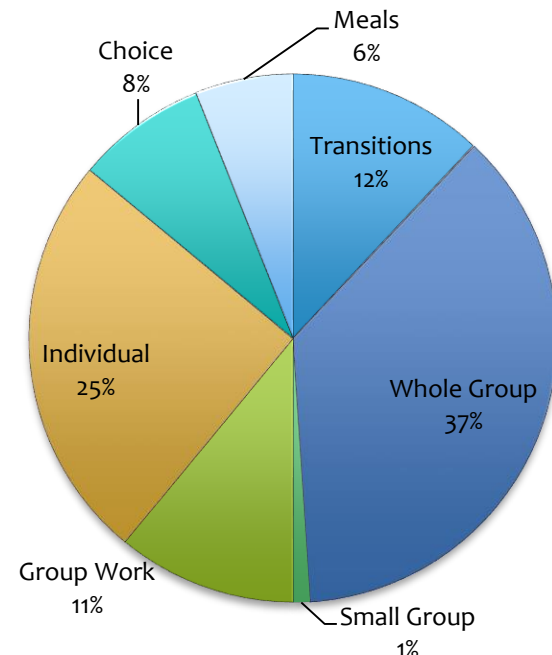
## Activity Settings K



## Activity Settings-2nd



## Activity Settings-3rd

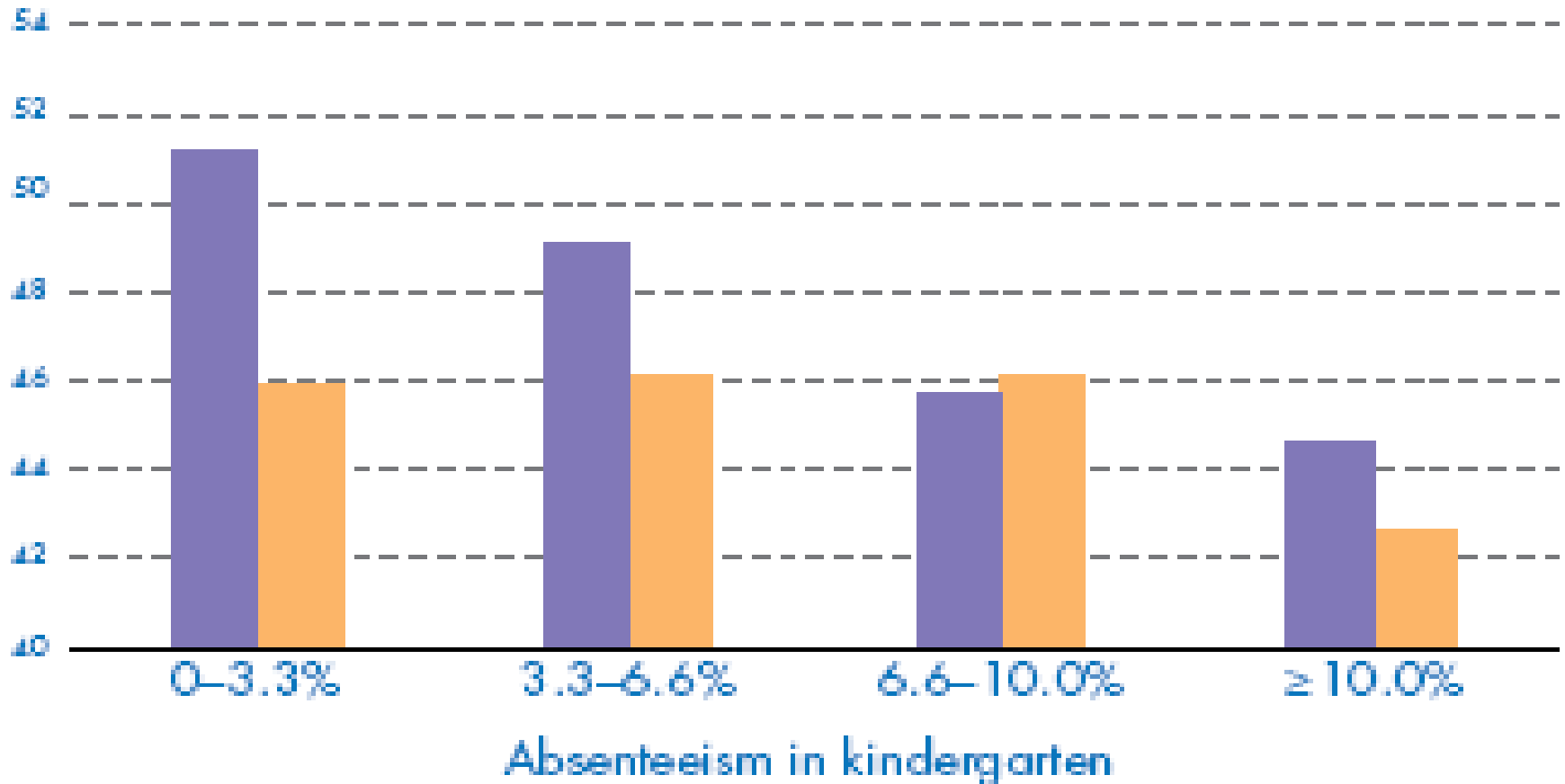


# Impact of Absenteeism in Kindergarten on 5<sup>th</sup> Grade Achievement

Average academic performance

Reading

Math



# Nurturing Positive Relationships

Act consistently on the knowledge that children cannot and will not optimize their learning without a positive relationship with their teacher.



# Nurturing Positive Relationships

Children who expect not to trust their caregiver/teachers often act in ways that makes them less likeable. This behavior challenges adult emotion regulation and interactive skills.

# Emotion Regulation and Interactive Skills

**Surface Acting-** In order to get through the day, I act differently from how I feel.

Correlates with low positive climate and teacher sensitivity.

**Deep Acting** -I try to actually experience my emotions and share them appropriately and realistically with my students.

Correlates with high positive climate and teacher sensitivity.

# Nurturing Positive Relationships

- \* When adults can regulate their own emotional states, they are more likely to calm rather than punish a challenging child.
- \* When adults can reflect on their caring practices they can modify their own responses.

# Prioritizing

All the things we say we don't  
have time for are all the things  
we should prioritize

# Nurturing Positive Relationships

TEACH both content and citizenship:

Children need to learn how to 'do school', NOT be punished for their inability to do so.

What are daily practices that support or hinder this in your practice?

# Nurturing Positive Relationships

Question policies and practices that contribute to short or long term problems for children:

- \* Multiple adults
- \* Arbitrary rules
- \* Behavior systems
- \* Continuing practices where the same children experience problems on a regular basis

# Strengthening Self Efficacy and Positive Identity

## Start with strength

- \* A strength-based approach looks for opportunities to complement and support existing strengths and capacities of children, families and communities.
- \* This necessitates a focus on what is present rather than what is absent.

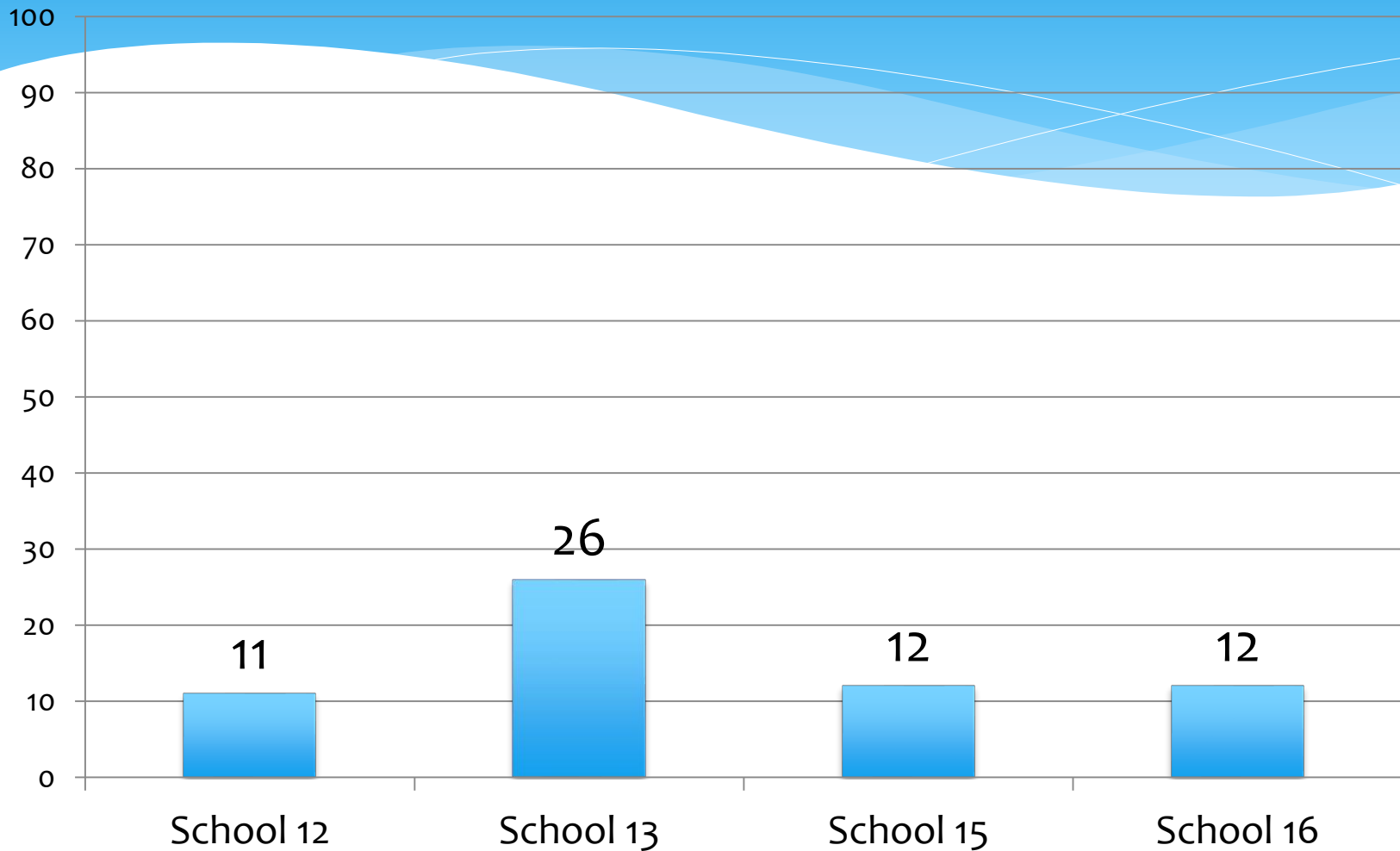
# Culturally Relevant Teaching

- \* Individualism fosters and promotes independence, individual thinking, individual achievement, self-expression, and personal choice.
- \* Collectivism fosters and values interdependence, group success through adherence to norms, respect for authority, and group consensus.

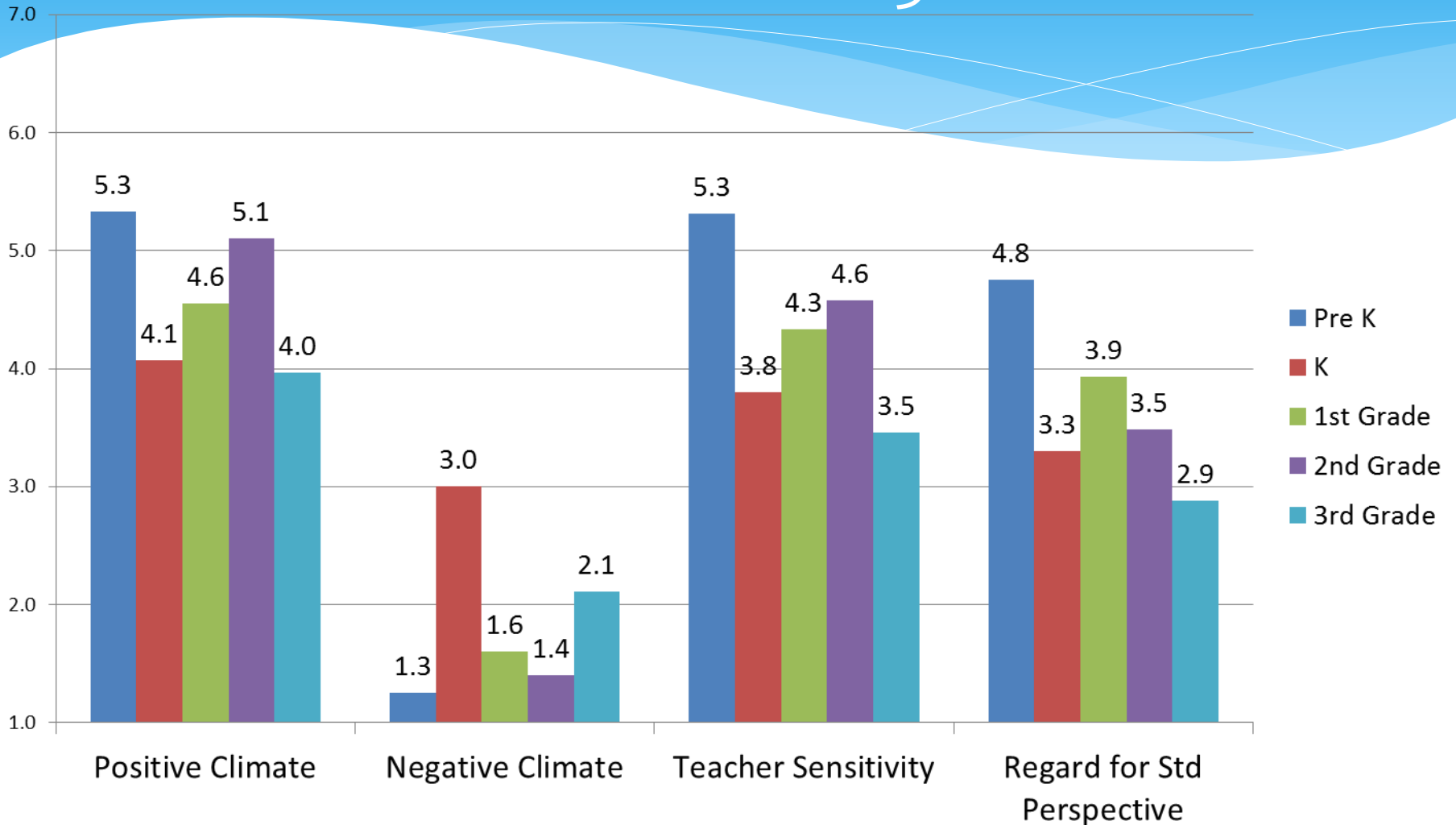
(Trumbull, Rothstein-Fisch, & Greenfield, 2000).



# Collectivism: Collaboration



# CLASS: Emotional Support Across PreK-3



# Use Research to Guide Practice

- \* African American and Latino students learn more and prefer learning experiences that allow them to **interact with others**. (Dill & Boykin, 2000).
- \* African American's **oral-narrative skills** may be a unique area of strength that may promote later success in reading achievement (Gardner-Neblett, Pungello, & Iruka, 2012; Gardner-Neblett, N., & Iruka, I. U. (2015)).
- \* African American children's engagement is supported by instruction and activities that are **relevant to their lives** (Cohen et al, 2009).

# What do you do?

- \* To prioritize children working together in meaningful ways?
- \* To value oral narrative, dictation, story telling, sharing
- \* To honor the lives of the children, families and communities you serve?

# Who Matters?

What do the children and families who spend time in your school and classrooms see in the hallways, on the classroom walls, and in the bookcases?

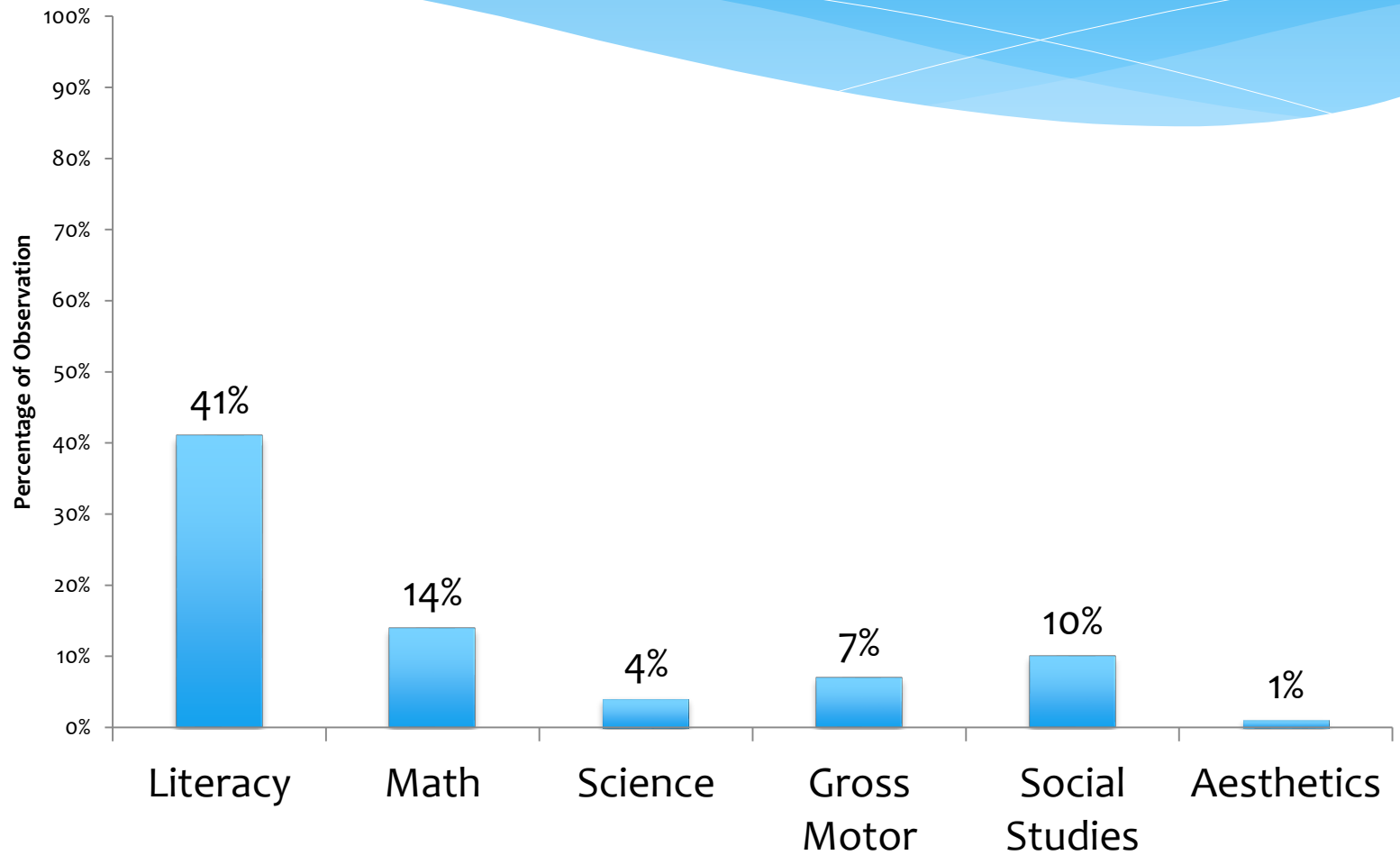
- \* Do they see pictures of themselves as individuals and members of their families and communities?
- \* Do they see their own work predominantly displayed?
- \* Do they see diversity honored through visual images of people of color living and achieving in a variety of ways?
- \* Do classroom and library books depict and tell stories of people from multiple racial and cultural backgrounds?
- \* Are languages other than English evident in books, posters and classroom print?

# Becoming a Citizen of the World

For white children, classrooms that support the positive identity of diverse populations:

- \* broaden their view
- \* provide more balanced exposure to the strengths and contributions of people of color
- \* better prepare them to navigate an increasingly diverse world.

# Develop the Whole Child



# Competence

“ I am happy of myself!”

<https://www.youtube.com/watch?v=ealvk1cSyG8>



# FirstSchool Instructional Practices for Achieving Equity

## Culture of Competence



- Encouraging Peer Interactions
- Supporting Independence
- Promoting Self-Regulation
- Prioritizing Communication

### Culture of Caring




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### Culture of Competence

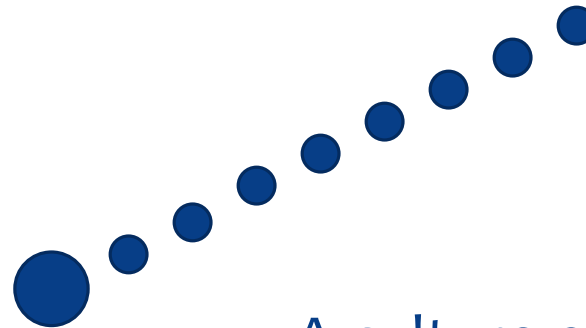


- Encouraging Peer Interactions
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### Culture of Excellence



- Balancing Teaching Approaches
- Integrating & Balancing Curriculum
- Building Higher Order Thinking



A culture of competence ensures each child is a productive, successful, and contributing member of the team.

# What are we thinking?

- \* Children who attend programs during their earliest years (0-4) spend their days learning to negotiate materials, space and relationships.
- \* Too often as they enter the kindergarten door, they are seen as children who cannot work independently or with others.

# Self regulation cannot develop when adults regulate behavior

As children develop self-regulation, they:

- \* ignore distractions
- \* focus and attend
- \* delay gratification
- \* persist in challenging situations
- \* ask for help
- \* control emotions and express them appropriately

(McClelland, Acock, & Morrison, 2002).



# The brain needs practice

## Executive function:

- \* Planning
- \* Organization
- \* Ability to take in and benefit from multiple perspectives

# Facilitation and Barriers

- \* Question policies and practices that are barriers to children's development of self regulation and executive function
- \* Facilitate the development of self regulation and executive function by considering them part of the curriculum. They need to be taught and practiced daily....just like math and literacy
- \* REMEMBER-Teach content and citizenship

# Learning Occurs Through Language

- \* Children who are talking are learning.
- \* Teachers who are listening are learning.
- \* Children need to use language to express feelings, solve social and academic problems, convey ideas and interests and negotiate.
- \* Children with larger vocabularies do better in school.
- \* Children acquiring a second language need to talk.
- \* Children whose words are valued and respected feel good about themselves as learners and individuals.

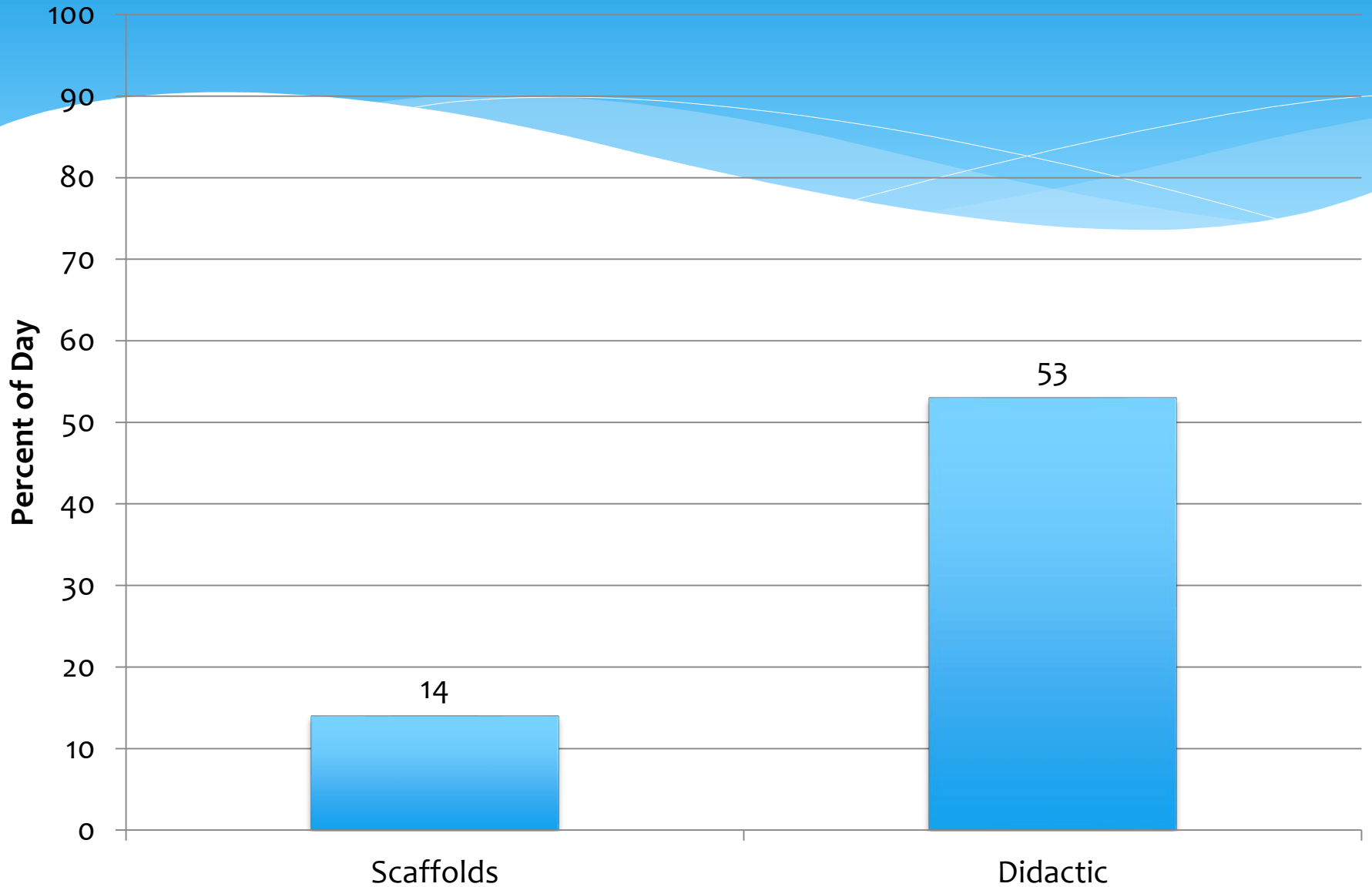
# Do your actions speak louder than your beliefs?

- \* Each child comes as a blank slate, a vessel to be filled with knowledge.
- \* “I’m the teacher, and what I have to say is more important than what the children have to say.”

OR

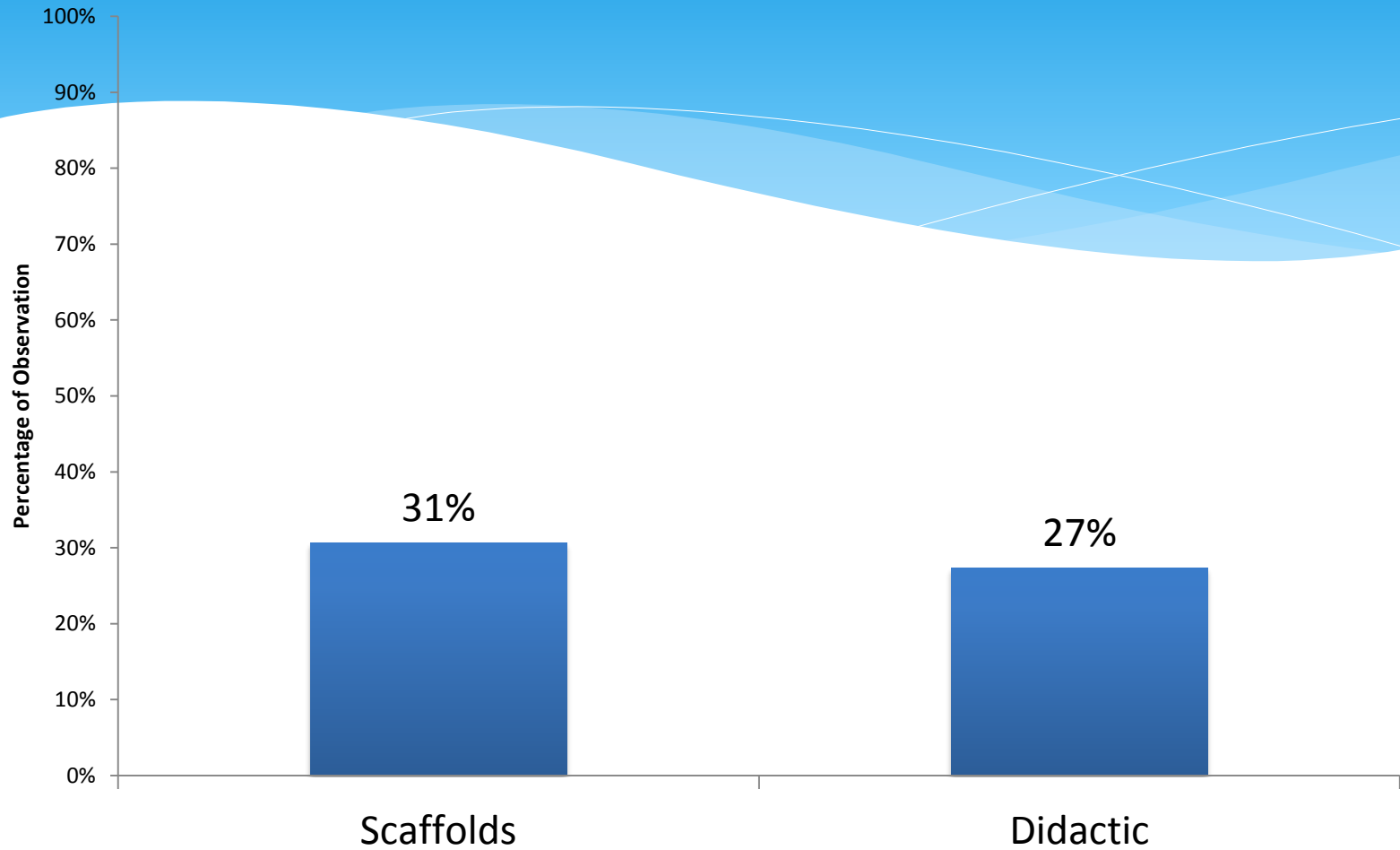
- \* Children need to have the opportunity to construct knowledge by interacting with materials, peers, and adults

# Teaching Approaches

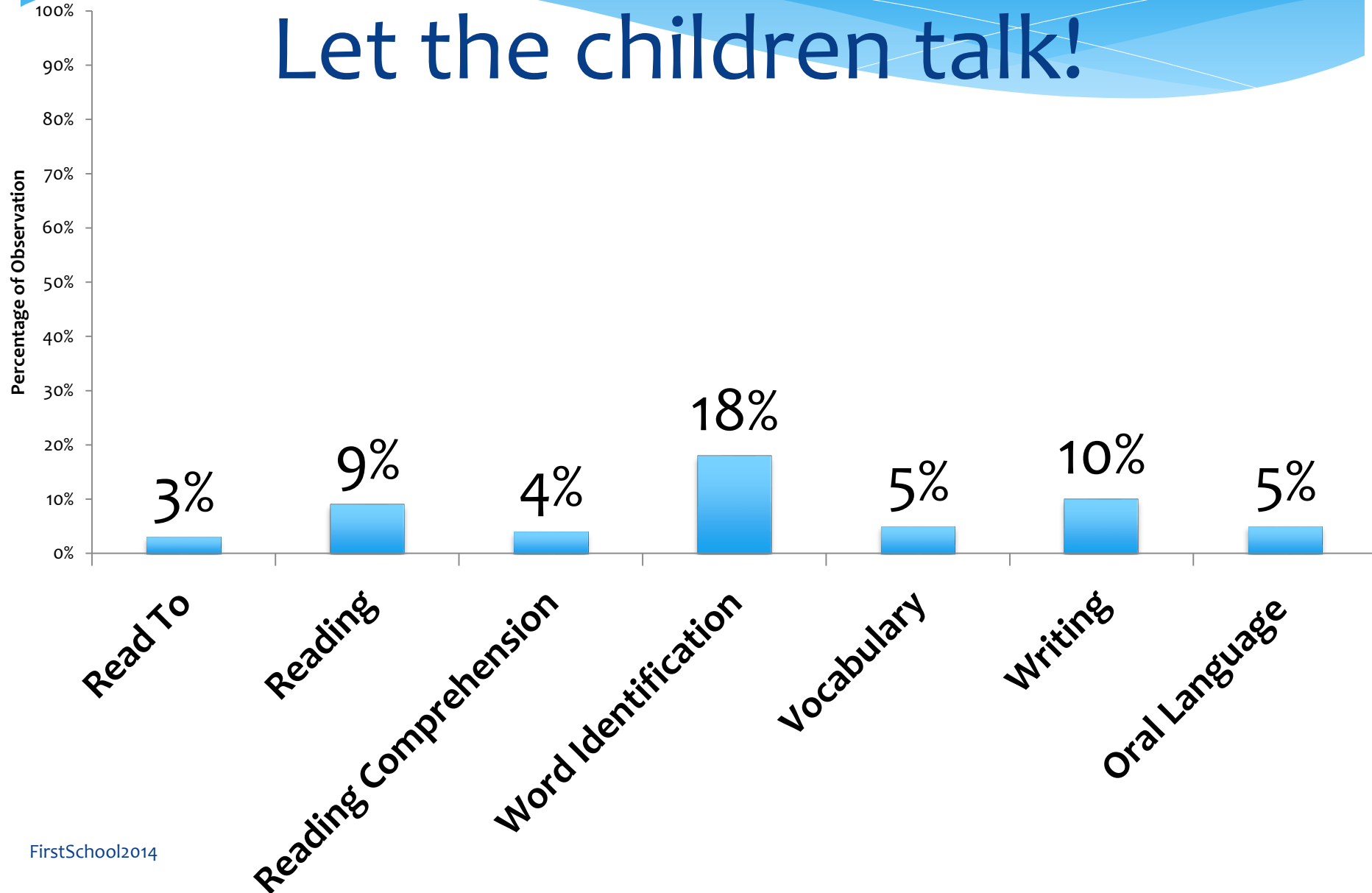




# Teaching approaches



# Let the children talk!



# Culture of Silence

- \* A classroom emphasis on oral language development has been identified as one of the premier instructional strategies for ensuring the success of children, especially those from low socio-economic communities

(Mason & Galloway, 2012).

- \* Vocabulary proficiency is a critical predictor of academic achievement beginning as early as the third grade

(Storch & Whitehurst, 2002).



What is good for kids  
is good for adults

How do we create a parallel  
process wherein adults  
prosper in cultures of caring  
and competence?

# Reinvigorate Professionalism

Goal: teacher's experiences ensure that they:

- \* have confidence that they belong and can do well in their jobs
- \* know that they are valued and valuable,
- \* know that who they are, and what they know, say, and feel is important.

**SO**

Ask don't tell

Move from evaluation to inquiry

Focus on continuous improvement

# Think Different

<https://www.youtube.com/watch?v=SswMzUWOiJg>



# Go forth....

- \* Never doubt that a small group of thoughtful, committed citizens can change the world: Indeed it is the only thing that ever has.

Margaret Mead

Be happy of yourselves!

# First School



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