Welcome to CUR111

This course begins with the basic premise that children in America need to learn to thrive and cooperate in a diverse, multicultural society. Even if a child grows up in a relatively homogenous neighborhood with little diversity, he or she still needs to be prepared for life in a multicultural society. This course is relevant to all children and teachers, regardless of the cultural, racial, and ethnic demographics in their particular community.

The strategies presented in this course are not only focused on curriculum materials and daily activities but also on the way cultural diversity permeates almost every aspect of teaching. Diversity affects a teacher’s interactions with children, parents, and colleagues. When teachers work to develop an environment focused on acceptance of diversity, everyone in that environment operates with the understanding that cultural differences are positive strengths that allow all individuals to make unique contributions.

Course Objectives:

By taking notes on the handout and successfully answering assessment questions, participants will meet the following objectives as a result of taking this course:

- Demonstrate an understanding of differences and connections between race, culture, and ethnicity
- Identify trends in US population demographics and the impact on schools and child care
- Demonstrate an understanding of child development principles with regard to development of racial bias and prejudice
- Define diversity
- Demonstrate an understanding of the goals of multicultural education
- Define an understanding of NAEYC recommendations for promoting acceptance of diversity
- Define anti-bias education and identify its goals
- Analyze a case study in order to demonstrate an understanding of culturally responsive teaching practices
- Identify and define essential practices associated with culturally responsive teaching
- Compare your own use of cultural responsiveness and cultural competence to best practice in these areas

References:

NAEYC, "Where We Stand on Responding to Linguistic and Cultural Diversity." (2009)
Lee, Hyunj, "Reflecting children’s cultures and languages in Ms. Macy’s early childhood classroom." Texas Child Care Quarterly / spring 2012 / Volume 35, no. 4
Sparks and Edwards, "Anti-Bias Education for Young Children and Ourselves.” NAEYC (2010)
Stop, Reflect, and Write

Before reading any further, take a few minutes to think and write about the following questions:

(It is important to write some thoughts now about these questions, because you will revisit them in the final writing assessments for this course.)

What does the phrase cultural competence mean to you?

Do you think you have high cultural competence? Why or why not?

How does cultural diversity impact your classroom practices?

American Diversity: By the Numbers

Race, Culture, and Ethnicity
Important Fact

Race is defined as

Important Fact

Ethnicity is defined as

Important Fact

Culture is defined as

Promoting Acceptance of Diversity
What Is Diversity?

NAEYC Recommendations

Recommendations for Working with Families

Recommendations for working with young children
Recommendations for preparation of early childhood professionals

Materials

Social Guidance and Communication

The Evolution of Multicultural Education

Important Fact
According to Sharleen Kato, author of Lifespan Development, *multiculturalism addresses*

Challenges and Resistance to Multicultural Education

Anti-Bias Education

**Important Fact**

Anti-bias education focuses on

The Vision of Anti-Bias Education

Sparks and Edwards detail four main goals of anti-bias education. *These are things each teacher can work to help every child accomplish:*

Goal 1

Goal 2

Goal 3
Cultural Responsiveness

Cultural responsiveness revolves around

Try This!

Call-and-Response

Here are some strategies for teaching children to do call-and-response:

- Have a helper who says the response to your call.
- Provide a model. Show children how call and response works before you start the song or story. Be sure to check to see if any of the children know what it is first, so they can explain or demonstrate it.
- Introduce the activity by explaining: “This is a say what I say and a do what I do song”; have children repeat that same phrase. After they hear it in several activities, they will understand that it denotes a call and response activity.

There are many helpful videos and related links if you search “call and response story time” or “call and response, children’s songs, stories.” Try these:

Explanation and demonstration: http://www.pinterest.com/pin/448319337876530346/
50 ideas to get students’ attention:

Essential Practices for Culturally Responsive Teaching

Nine Essential Practices from Knowledge Loom

Communication of High Expectations

Active Teaching Methods
Teacher as Facilitator

Positive Perspectives on Parents and Families of Culturally and Linguistically Diverse Students

Cultural Sensitivity

Reshaping the Curriculum

Culturally Mediated Instruction

Student-Controlled Classroom Discourse

Small-Group Instruction and Academically-Related Discourse
Watch this Video

Gary Howard provides a pragmatic, detailed 30-minute training video explaining each of his seven principles. You can access the video here:

- YouTube: https://www.youtube.com/watch?v=IpteRjN4DY
- You can also find the video here, along with other resources. Scroll about halfway down the page to the “Seven Principles...” video: http://teachallreachall.weebly.com/what-is-culturally-inclusive-teaching.html

Social Capital

Cultural Capital

Knowledge Capital

Linguistic Capital

Try This!

Name Analysis

There is a story behind every name. Some people are named after others, such as another family member of someone important to one’s parents. Last names can sometimes reveal national origin and family history. Truly, not everyone has a really interesting name, but everyone’s name does mean something, and studying names is a good way for children to get to know a little about each other.

With older children, you can point them to ancestry websites or other resources for learning about names. With both older and younger children, it is a good idea to get parents (or any other knowledgeable relatives) involved. Children might be surprised by the stories that come out when they ask their parents, “Why did you give me my name?” With young children, teachers and/or parents can do a little
basic research to give children a little knowledge about their names. If nothing else, there are plenty of websites out there explaining the meanings and origins of common first names:

- Meanings and origins of thousands of names for many cultures and languages: http://www.behindthename.com/
- Thousands more from a huge variety of cultures: http://www.babycenter.com/baby-names

**Cultural Competence**

**Defining Cultural Competence**

**Important Fact**

*Cultural competence*

**RTI Action Network Guidance on Cultural Competence**

**Why is cultural competence important?**

**FINAL ASSESSMENTS (practical application)**

1. What might you say to counter the argument that multicultural education only creates division because it focuses on people’s differences? Write at least a paragraph, using information from the course to support your answer.

2. Think of an activity that you have done or plan to do in your classroom. Identify the age of the children and cultural diversity elements of the classroom. Describe ways in which you would make the activity culturally responsive.
3. Please provide a numbered list (1-7) to explain at least one thing you can do in your classroom to promote or reinforce each of the "Seven Principles of Culturally Responsive Teaching." Be sure to include information on the age of children in your classroom and any relevant notes about cultural or linguistic diversity. In order to address each principle thoroughly, please provide at least two detailed sentences for each principle.

1. Students are affirmed in their cultural connections

2. Teachers are personally inviting

3. The classroom is physically and culturally inviting

4. Students are reinforced for academic development

5. Instructional changes are made to accommodate differences

6. The classroom is managed with a firm, consistent, loving control (be sure to establish and communicate expectations)

7. Interactions stress collectivity as well as individuality