



# Developing Culturally Proficient Early Childhood Programs to Promote Child Development and School Readiness

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# Objectives

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By the end of the session participants will...

- Gain an understanding of the principles of culturally responsive leadership;
- Increase their knowledge of the connection between culturally responsive instruction and effective family engagement; and
- Increase their knowledge of how to create culturally responsive early childhood programs.

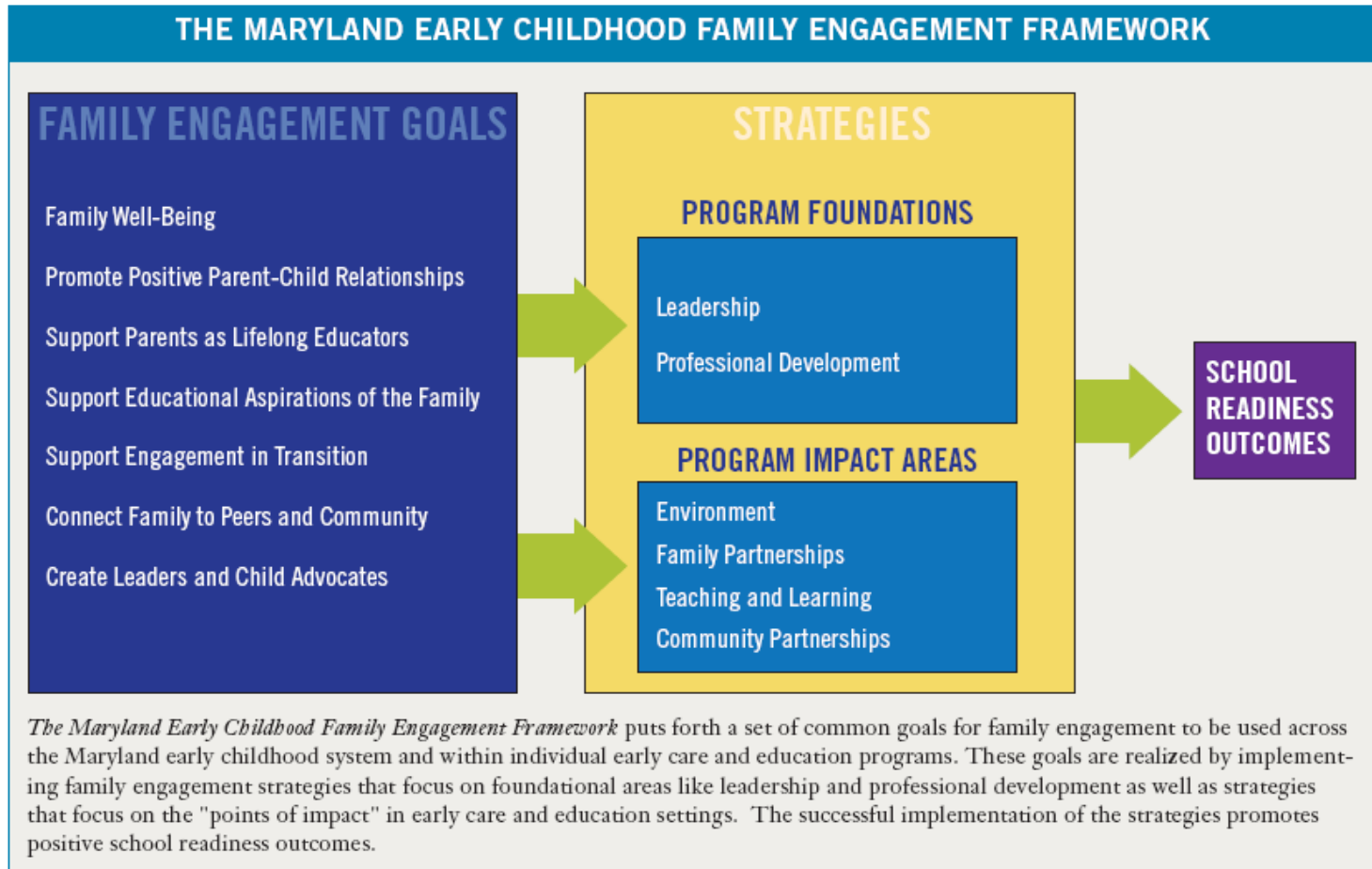
# Poll

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What's your role in early childhood?  
Using your smart phone, please *text*  
[NORAMORALES672](#) to [37607](#)



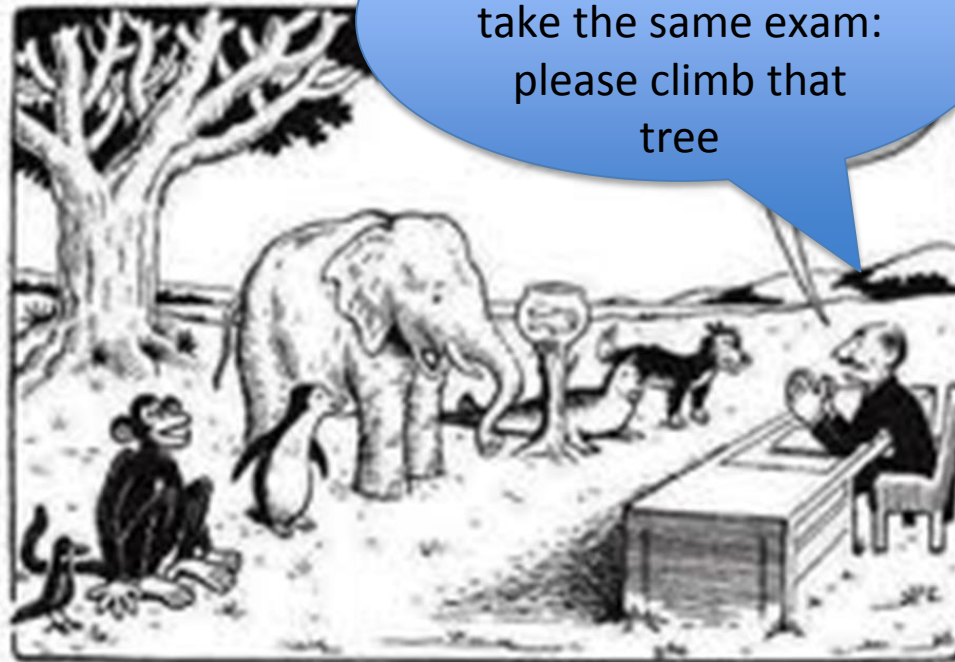
# What's our end game?



# What is educational equity?

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For a fair selection  
everybody has to  
take the same exam:  
please climb that  
tree



Our Education System

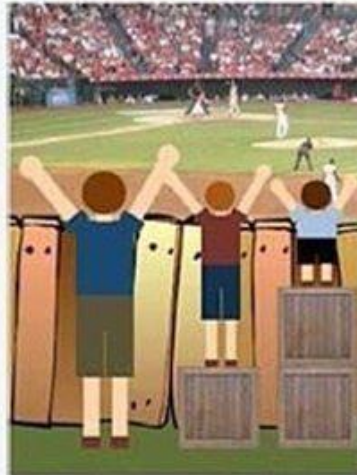
# Moving from equality towards equity

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## EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

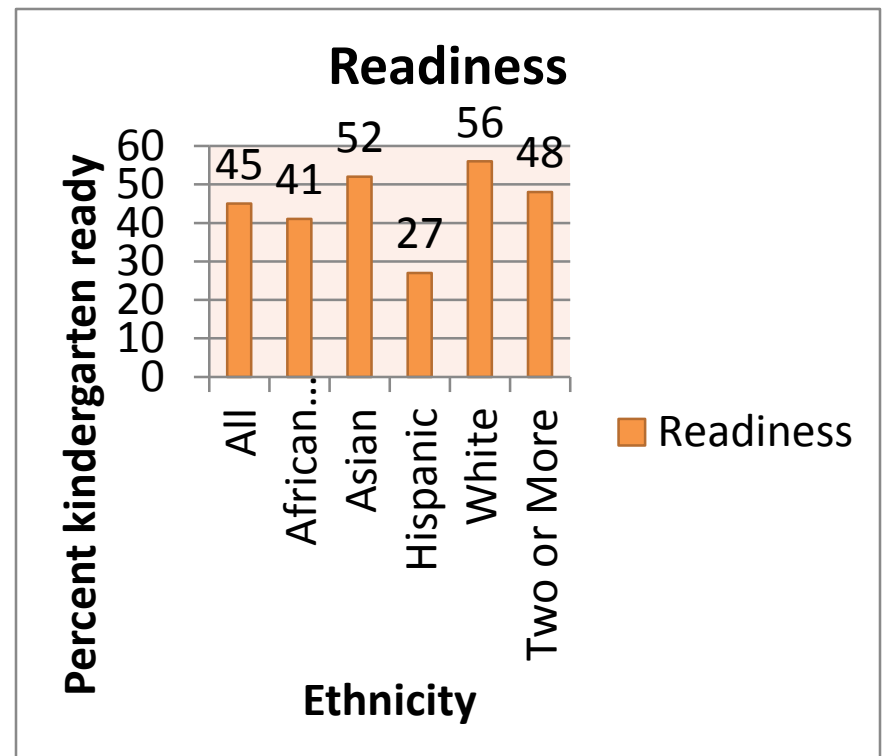
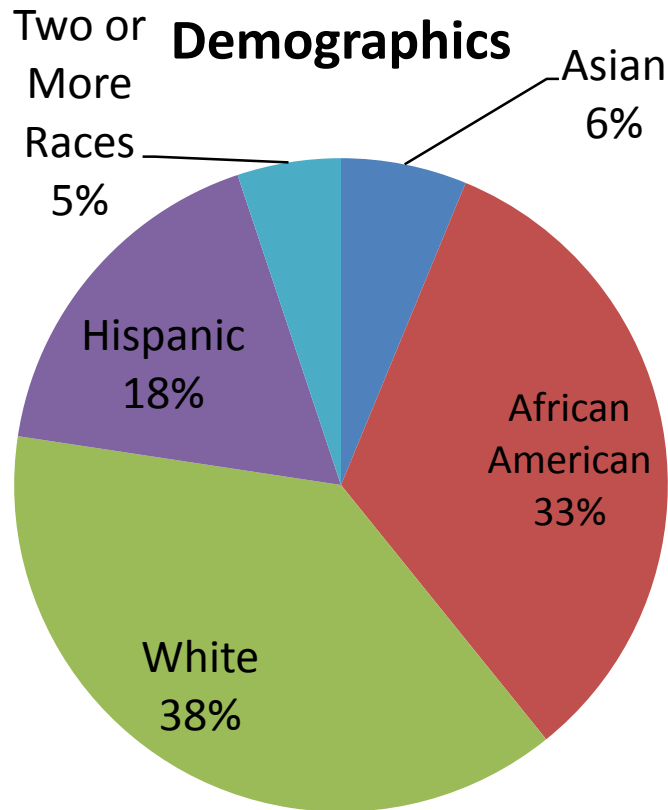


In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

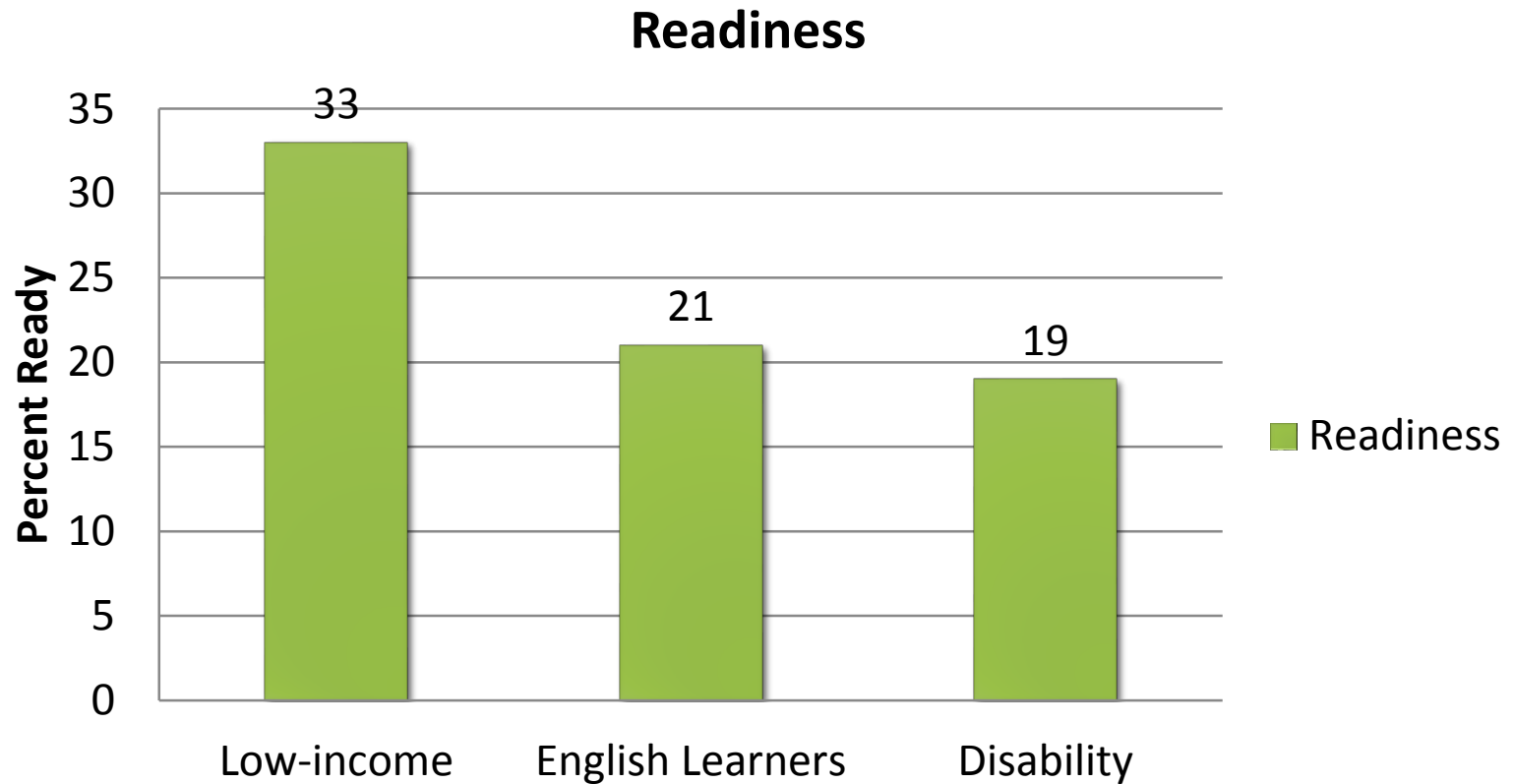
# Who are Maryland's Young Children?



Source: <http://www.readyatfive.org/school-readiness-data/statewide-readiness-data-2016.html>

# Kindergarten Readiness by Subgroup

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Source: <http://www.readyatfive.org/school-readiness-data/statewide-readiness-data-2016.html>



# Group Chat

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Given the demographics and kindergarten readiness assessment results, how do we meet children and families where they are to get them where we want them to go?



# Ingredients for Working with Families

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- Trust
- Respect
- Discretion
- Empathy

- Hope & Capacity
- Cultural Bridges
- Protective Factors
- Build Knowledge & Skills

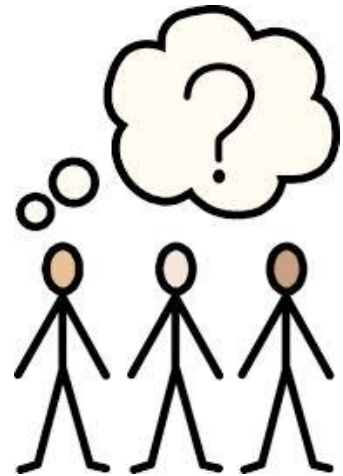
- Family Well-being
- Support Positive Parent-Child Relationships
- Support Families as Lifelong Learners
- Support Educational Aspirations of Families
- Support Engagement in Transition
- Connect Family to Peers and Community
- Create Leaders and Child Advocates

# Poll

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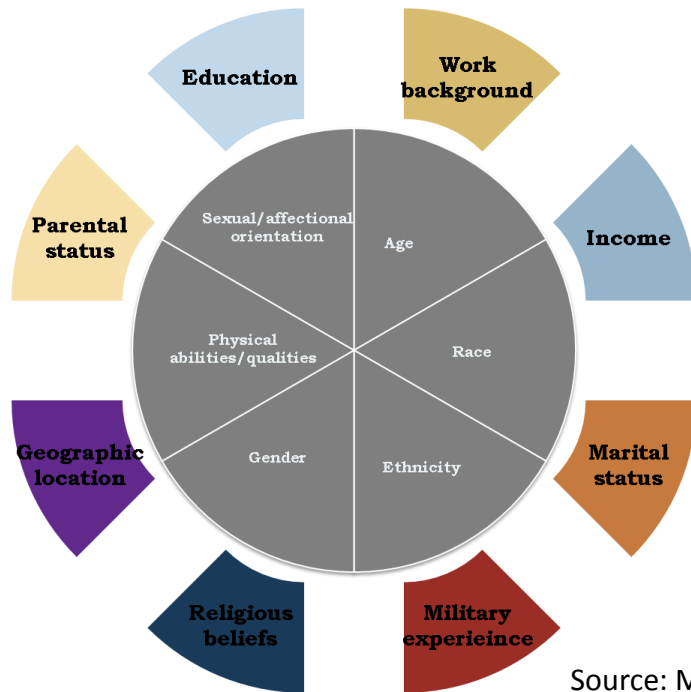
What qualities do culturally responsive leaders have to possess?

*Text in your response*



# Cultural responsiveness begins with an examination of self...


We are multifaceted, encompassing multiple identities at once:



Culture is not inherited; rather we are socialized to behave according to traditions established over generations.

Source: MAEC, 2016.

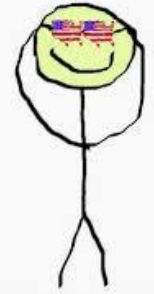
# Contrasting Cultural Values Continuum

Collectivist Cultures		Individualist Cultures
Family/Group emphasis		Individual Emphasis, Privacy
Interdependence		Independence
Cooperation		Competition
Authoritarian Orientation		Democratic Orientation
Hierarchy, Rank, & Status		Egalitarianism
Extended Family		Nuclear/Blended Family
Rigid Family Member Roles		Flexible Family Roles
Indirectness/Saving Face/Ritual		Directness/Openness/Honesty
Patience/Modesty/Harmony		Assertiveness
Personal Interaction Dominates		Time Dominates

Source: Adapted from Kohls, L.R. (1984). *The Values Americans Live By*. Washington, D.C.: Meridian House International.

# Our cultural lens defines our reality...

what cultural lens do you wear?



# Cultural proficiency is...

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***Is a way of being, a mindset*** that **affirms** one's own culture **while positively engaging** with those whose cultures differ from our own.

***Takes into consideration*** the differences between cultures, viewing diversity as a benefit, and ***interacting knowledgeably and respectfully*** among a variety of cultural groups.

Adapted from Lindsey, Roberts, & Campbell-Jones, 2005.

# 5 Core Principles of Culturally Responsive Leaders

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1. Culture is a predominant force in people's lives; it exists everywhere.
2. The dominant culture serves people in varying degrees—both good and bad.
3. People have both personal identities and group identities.
4. Diversity within cultures is vast and significant.
5. Each individual and each group has unique cultural values and needs.

(Source: Lindsey, Roberts, CampbellJones, 2005)



# The Cultural Proficiency Continuum



Cultural Destructiveness



See the difference, stomp it out

Cultural Incapacity



See the difference, make it wrong

Cultural Blindness



See the difference, act like you don't

Cultural Pre-competence



See the difference, respond inadequately

Cultural Competence



See the difference, understand the difference that difference makes

Cultural Proficiency



See the difference, respond positively and affirming



# Group Chat

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- How do we address the *historical, societal, and political realities* that impact the lives of the diverse families that we serve?
- How do our social realities become *filters of privilege and filters of oppression*?
- Is it possible to be *privileged in one scenario* while *being oppressed* in another?
- How do we recognize and distinguish *the inner (implicit) and the outer (explicit) dimensions* of becoming culturally competent?
- How do we *use this information to forge and sustain partnerships* with diverse families that we serve?

# Hope & Capacity

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- ❖ The importance families give to their children's education is the single most important factor in gauging children's future school success; even more important than their educational attainment.
- ❖ If families believe that school can serve as a vehicle for success, they will communicate this to their children.
- ❖ Families need to know that they can gain the knowledge, skills, and strategies to help their children succeed.



Source: Constantino, S.M. (2003) *Engaging All Families*. Lanham, MD: Rowman & Littlefield Education.



# Shifting Mindsets

From fixed mindset	To	Growth Mindset
Children are seen, not heard		Children are encouraged to have voice and (appropriate choice)
When adults speak to children it is to give directions or functional		When adults speak to children it has a variety of uses—functional, directional, modeling, etc.
Children need to be protected/spoiled		Children need to gain a certain level of independence for school success
Discipline is about punishment & power		Discipline is about natural consequences & learning

# Meeting Families Where They Are...

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Building Protective Factors for Thriving Families:

1. Parental Resilience
2. Social Connections
3. Knowledge of Parenting and Child Development
4. Concrete Support in Times of Need
5. Social and emotional Competence of Children



Source: Strengthening Families: <http://www.cssp.org/reform/strengtheningfamilies/about#protective-factors-framework>

# Building Families' Knowledge, Confidence, & Skills

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## 11 Essential Domains for Child Development & Early Learning

- ❖ Physical development & health
- ❖ Social & emotional development
- ❖ Approaches to learning
- ❖ Language development
- ❖ Literacy knowledge & skills
- ❖ Mathematics knowledge & skills
- ❖ Science knowledge & skills
- ❖ Creative arts expression
- ❖ Logic & reasoning
- ❖ Social studies knowledge & skills
- ❖ English language development



# The Culturally Responsive Early Childhood Program

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- ❖ Welcoming to all students & families
- ❖ Displays cultural artifacts representative of children's background in the classroom
- ❖ Honors dual language learners by encouraging children to use both their home language and English, teachers learn key phrases to make children feel at ease,
- ❖ Uses books, music, posters, toys, & activities that represent children's background
- ❖ Creates bridges between families' hopes & dreams to help make these dreams a reality
- ❖ Models activities to build families' capacity to help their child's physical, socio-emotional, and academic development
- ❖ Provides opportunities for families to visit important places in the community (museums, libraries, parks, resource centers, etc.)
- ❖ Offers opportunities for families to ask questions & build a social network to learn from each other



# Group Chat

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In groups of 3-5, please consider the following questions:

1. Please discuss what you feel you must explicitly discuss with families, given what has been shared thus far.
2. How will you share this information with families?
3. What are activities that you can have to support your goals?



# Contact Information

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Kinder Connect Family Program  
White House Initiative for Educational  
Excellence for Hispanics Bright Spot!  
<http://www2.ed.gov/about/inits/list/hispanic-initiative/bright-spots.html?queries%5Bsearch%5D=&%3C%3C>



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