

Environments & Culture

- Adapted from the text “Working with Children from culturally Diverse Backgrounds”, by M.Diane Klein & Deborah Chen

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- Creating Culturally Responsive Early Childhood Environments.
- An early childhood setting is often the first formal learning environment young children experience that is different from being at home or with relatives and with family friends.

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- As educators we want children to have a positive experience in the classroom.
- All children have certain beliefs and behaviors taught in the home or family culture that may vary from those expected in the preschool environment.

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- The art of providing a culturally-responsive pre-school environment is a reciprocal and systematic process involving children, families, staff, and the cultures of homes, program, and larger community.
- Name some ways to promote the environment.

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- Recent research supports the beneficial effects of high quality day care for young children. (Lacayo, 1997)
- State Licensed day-care centers provide child care for working parents. There is sometimes a great variation in the quality of early childhood educational experiences in these centers.

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- Some families send their children to preschool to learn English and the customs of their new country.
- Based on their cultural backgrounds and previous experiences, families have certain assumptions about an early childhood program. These expectations may or may not fit the program you provide.

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- Families, Children and Staff should try and work together to make positive changes to the program.
- Families can and should develop a true understanding of what the program has to offer, and make decisions about their children’s learning experience.

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- Developmentally Appropriate Practice (DAP)
- DAP the standard of DAP is the hallmark of early childhood education and is used for the accreditation process of early childhood programs through NAEYC. DAP is extremely complicated and influenced not only by the culture of the program and community but also by the backgrounds, abilities, and interests of the children.

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- NAEYC This professional organization identifies state-of-the-art and recommends practices in early childhood education.
- A true DAP early childhood setting provides a variety of experiences each child needs at a particular time (Kostelnic, 1992)
- DAP settings are organized physical and social environments that support the learning needs of the children.

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- The principals of DAP involve identifying children's interests, providing motivating activities, and arranging the environment to encourage exploration.

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- DAP has these features...
- Identifying children's interests
- Providing motivating activities
- Arranging the environment to encourage exploration
- Age appropriateness
- Individual appropriateness
- Cultural appropriateness

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- A program philosophy is composed of statements about the values and beliefs of early childhood education and significant characteristics about teaching and learning processes.
- The goals of multicultural education require that early childhood programs not only support each child's self-esteem but also provide accurate, practical, and respectful information about diverse cultures of the local community.

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- Set up a peace table in a corner of the room . Decorate a table with a cloth, a picture of people getting along, and a poster with the steps for problem solving. When conflict arises invite children over and to work it out.
- The peace table is a tool for classroom management.

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- Cross-Cultural Competence
- NAEYC advises critical Professional competencies
- Providing learning opportunities that promotes each child's development
- Recognizing and understanding the child as a part of a family, culture and society
- Developing and maintaining collaborative relationships with families (1994)

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- Role of the family... in our mainstream culture, we expect families to become

involved with their children's early childhood programs. Collaboration and partnership with families are quality indicators of early childhood programs.

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- Whoah...we made it can you say lots "O" information !!!

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- Developmental expectations are influenced not only by your culture and the community but also by your own training and contact with young children.
- We must be aware of cultural influences on what we consider developmentally appropriate so that expectations are reexamined within the context of the child's background.