

Cultural Responsiveness

Preventing Bias in Early Childhood Classrooms

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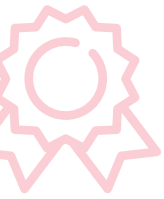
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1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

To define cultural responsiveness

To encourage true reflection for yourself, your students, and their families

To learn strategies that promote inclusiveness

To gain a greater appreciation for the perspectives of others

- **Cultural responsiveness** is a strengths-based approach to teaching and caregiving rooted in respect and appreciation for the role of culture in children's learning and development.
- **Culturally responsive education** is an approach to schooling that promotes student engagement, learning, and achievement by centering their knowledge, cultural backgrounds, and everyday experiences in the classroom.





Let's think about it... SELF REFLECTION





- Where do you live? Do you not like someone because of where he/she lives?
- What holidays are celebrated in your classroom?
- In your opinion, have you ever discriminated against any of your students? (In thought, or verbally)
- In your opinion, have any parents or families discriminated against you? (In thought, or verbally)
- Is your curriculum culturally respectful?

Without using names, take a minute to write down your thoughts and experiences.



Think about it...SELF REFLECT ON YOUR CHILDREN



- When do children recognize their own image, physical features, gender, physical ability or disability?
- When do children recognize the image, physical features, gender, physical ability or disability of other people?
- When do children begin to comment on their own image, call people names, avoid certain people, reject other children from their play, or use fairness in their interactions with others?

Without using names, take a minute to write down your thoughts and experiences.

- Children learn by exploring and are naturally curious
- Children base their ideas on appearance
- Children overgeneralize
- Children base their ideas on their own experience
- Children are magical thinkers

- Validates children's identity
- Balances the cultural identity in the classroom
- Develops the child's and teacher's cultural intelligence
- Provides all children with authentic and appropriate social contexts in which to develop their full potential

Challenge of Being Cultural Responsive

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To be a culturally responsive teacher you must...



- Know your student/family demographics
- Identify what your triggers are by sorting through your cultural beliefs
- Practice self-management by thinking about how you can respond differently
- Set high expectations for all students and deliver equal attention and praise

- Learn the school vision, mission or creed, and a few words in the native language of your students
- Allow student to share their views and opinions about how the classroom community is developed
- Pronounce the child's name correctly
- Widen your interpretation of student behavior to include cultural displays of learning and social interactions
- Walls, student products, and resources should reflect all students in the classroom in meaningful ways

- Make parents feel welcome by providing materials in their native language
- Take the time to become aware of and understand cultural differences
- Have conversations with families to let them share their perspectives and concerns

- Demystify skin color
- Differentiate problem behavior from a culturally different pattern of behavior
- Significant holidays

MS Beginnings Pre-K has braided Cultural Competencies throughout the materials, processes, and products such as Let's Find Out About It (LFOAI), and pictures of people, places and things that are culturally relevant to Mississippi.

Each child is equally human, but individually unique!



1. How can I better understand the daily realities of the children I serve?
2. How can I build on the assets that children already possess?
3. How can I honor, validate, and enhance children's identities?
4. Are the choices/decisions I am making in the classroom good for all my students?
5. Am I letting my feelings interfere with best practices?

True or False

Culturally responsive teaching is a trend?

False

Culturally responsive teaching is an education reform movement that's been around for almost fifty years.

True or False

Culturally responsive teaching is an intentional, sustained effort.

True

It is not a one-time event such as a cultural fair or one thematic curriculum unit.

True or False

Cultural responsive teaching is political correctness and the way of solving all society's problems.

False

Cultural responsive teaching is a moral conviction to help all students reach their potential, achieve fairness and equity in an educational setting.

True or False

Cultural responsive is something teachers and administrators can learn in one workshop.

False

Cultural responsiveness is a lifelong journey that begins with knowing yourself as a cultural being.

- Teachers and administrators must give students opportunities to shine in both academic and non-academic settings
- Teachers, administrators, families and parents must work together in beneficial ways to ensure students are successful
- Teachers and administrators must ensure all students and their families are treated fairly, respectfully, and with understanding

- Hammond, Z., (2015) Culturally responsive teaching and the brain promoting authentic engagement and rigor among culturally and linguistically diverse students.
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