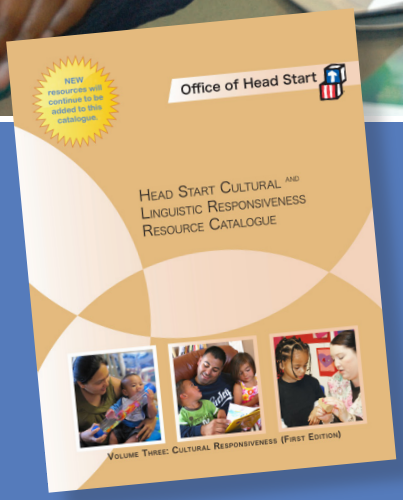
2

60 Minutes from Catalogue to Classroom

Using Journal Articles for Professional Development

Module 2: ***Empathy and Cultural Competence Reflections from Teachers of Culturally Diverse Children***[1]



Office of Head Start National Centers

THE NATIONAL CENTER ON
Cultural and Linguistic Responsiveness

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Cultural and Linguistic Responsiveness

This document was prepared under Grant #90HC0001 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Cultural and Linguistic Responsiveness.

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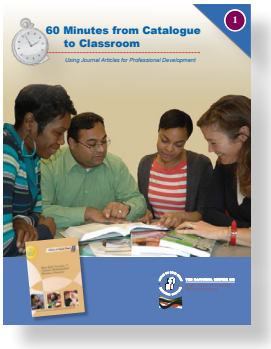
Empathy and Cultural Competence

Embracing Diversity

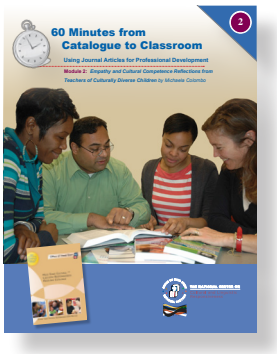
Reflections from Teachers of Culturally Diverse Children

Michaela M. Colombo

[1] Module 2 features Michaela M.W. Colombo's article, Empathy and Cultural Competence: Reflections from Teachers of Culturally Diverse Children. (2005) Young children, pg. 1-8. This article is used for implementation of this professional development module.
Retrieved from the National Association for the Education of Young Children website:
http://www.naeyc.org/files/yc/file/200511/ColomboBTJ1105.pdf



Module 1



Module 2

What is ***60 Minutes from Catalogue to Classroom***?

60 Minutes from Catalogue to Classroom (**C2C**) is a series of professional development training modules that highlight individual journal articles focused on culture, dual language learning, and best practices from the Head Start Cultural and Linguistic Responsiveness Resource Catalogues (Volumes One through Three)*. Please note that the content in these modules is designed to encourage discussion and is not considered an exhaustive review of these topics.

- Articles have been selected to help participants explore issues of culture and language and stimulate conversation around these important ideas (i.e., whether participants agree or disagree with an article's point of view).
- All articles complement aspects of the *Office of Head Start's Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five* (*HS Multicultural Principles*) and support the Head Start Child Development Early Learning Framework (HSCDELF).
- The modules can be used by Managers and Trainers/ Technical Assistance (T/TA) providers for staff meetings or trainings.
- The modules are designed to be customized to a 60- or 90-minute training format.

* Head Start Cultural and Linguistic Responsiveness Resource Catalogues:
Volume One: Dual Language Learning (First Edition)
Volume Two: Native and Heritage Language Preservation, Revitalization, and Maintenance (Second Edition)
Volume Three: Cultural Responsiveness (First Edition)

Preparing for *60 Minutes from Catalogue to Classroom* Training:

- Reserve a training space with tables and chairs to maximize discussion potential and allow for work in small groups.
- Download and read the featured article and the training module.
- Distribute featured article to participants to read before training.
- Select a 60- or 90-minute training option. Ninety-minute sessions include **Learning Extensions** or the **Application to Head Start** exercises.
- Select one or more **Conversation Starters** from the module.
- Copy the **C2C** Participant Handouts for each trainee and bring extra copies of the featured article.
- Have on hand a copy of the *Head Start Multicultural Principles* and other NCCLR or Head Start products listed under **Application to Head Start**.
- Bring paper and pens for each participant.
- Set up the training space.
- If required, collect additional materials that will be listed under the **Activity** section.

Catalogue to Classroom Module Summary

Each Module Contains	Estimated Time *
Learning Outcomes: A list of important learning objectives, based on the highlights of the featured article.	5 minutes
Conversation Starters: Key questions to consider while discussing the article.	10 minutes
Key Points: A list of the article's important concepts.	15 minutes
Activity: A hands-on learning experience related to the concepts in the article.	30 minutes
Making the Connection: Ways in which the module fits with the Head Start Performance Standards, Head Start Monitoring Protocol, T/TA relevance, and NCCLR products and collaborations.	N/A
Optional Extensions for 90-minute Training	**Estimated Time**
Learning Extensions: Activities designed to help staff extend and apply thinking based on the article.	30 minutes
Application to Head Start: Ways in which **C2C** connects to the Multicultural Principles, the HSCDELF, and other NCCLR products.	30 minutes

* Estimated time can be adjusted based on the needs and interests of group.

Facilitating the Training, Step-by-Step

60-Minute Training

1. Introduce the **C2C** training module to participants. Explain that it is designed to stimulate a discussion around a journal article from one of the NCCLR Resource Catalogue volumes. (1 minute)
2. Introduce the featured article to participants. Select a participant to read the main theme of the featured article to the whole group. (2 minutes)
3. Review the **Learning Outcomes** with participants. Explain that outcomes will be met through engaged discussion and participation in activities based on the featured article. (2 minutes)
4. Have participants form small groups of 3 to 4 members. Select one of the **Conversation Starters** to begin discussion. Participants should consider ways in which they agree or disagree with the point of view of the author(s). (10 minutes)
6. Bring participants back to the whole group. Ask each group to share an interesting point raised in their discussions. Make connections to participants' ongoing work with children and families. Use the **Key Points** to add concepts not mentioned during the participants' conversation. (15 minutes)
7. Have participants engage in the hands-on **Activity** to apply a strategy from the featured article and write down next steps on action planning form. (30 minutes)
8. Refer participants to **Making the Connection** to learn how the module connects to Head Start resources.

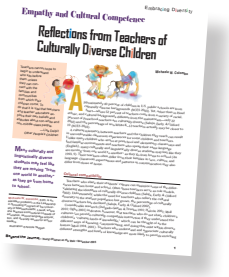
90-Minute Training

Follow training steps 1 – 8. For the remaining 30 minutes, choose one:

- Have participants engage in **Learning Extensions** activities that encourage further discussion based on the featured article.
- Have participants engage in one **Application to Head Start** exercise.

Facilitator Notes:

Module 2


Empathy and Cultural Competence

Reflections from Teachers of Culturally Diverse Children

Article: Empathy and Cultural Competence Reflections from Teachers of Culturally Diverse Children

Author(s): Colombo, Michaela W.

Year: 2005

Journal: *Young Children* on the Web (1)

Volume: November, 2005

Pages: 1 – 8

Volume: Selected from the *Office of Head Start Cultural and Linguistic Responsiveness Resource Catalogue,* Volume Three, Cultural Responsiveness (First Edition)

Resource Catalogue Website: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/HeadStartCultur.htm

Journal Website: http://www.naeyc.org/files/yc/file/200511/ColomboBTJ1105.pdf

Main theme: This article describes a small study of 27 middle class White pre k through third grade teachers who participated in a professional development initiative designed to help teachers rethink their assumptions about the Latino students and families

enrolled in their suburban Massachusetts public school. Professional development included 12 workshops that combined coursework with cultural immersion experiences and interactions with culturally diverse Latino families and children, most of whom qualified for the free or reduced lunch program. Although Spanish was the home language of all of the families, several different Latino cultures were represented.

Learning Outcomes

Through engagement in this **C2C** training, participants will

- learn to critically examine journal articles and identify the "big ideas" presented;
- discuss and explore personal beliefs and attitudes about diverse families;
- reflect on staff's misconceptions of diverse families;
- consider culturally responsive practices and strategies for working with diverse families;
- incorporate the *funds of knowledge* concept as a springboard toward understanding cultural responsiveness.

Conversation Starters

Goal

The goal of these **Conversation Starters** is to increase participants' self awareness and understanding of cultural responsiveness in their work with children and families. (The **Key Points**, found on page 14, should be integrated into the conversation.)

Choose one or more of the following questions to start and guide the participant conversation.

- What does the author mean by cultural "compatibility" and cultural "mismatch?"
- The author mentions four misconceptions that teachers held prior to the professional development initiative. What are your reactions? Are these "misconceptions?" Why or why not?
- What has been your professional development experience related to culture and diversity?

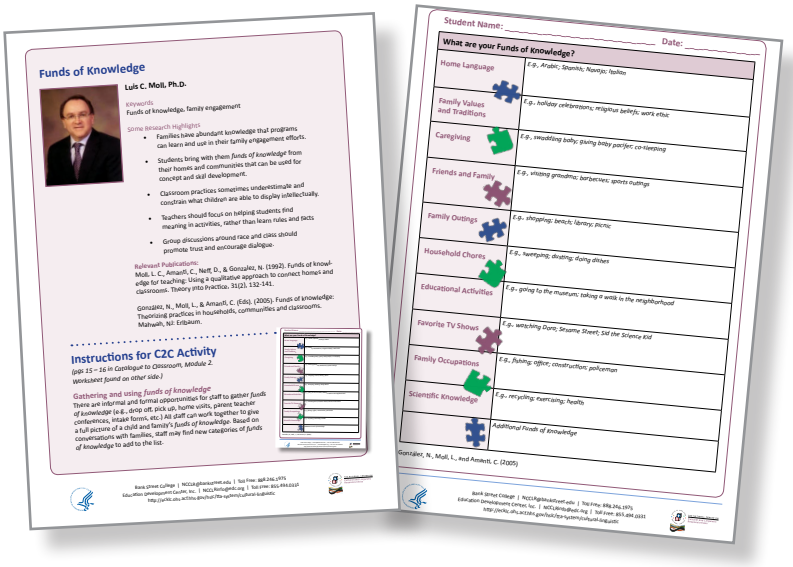
Have participants form small groups of 3 to 4 people. Have each group choose a recorder and reporter, and discuss the **Conversation Starter(s)**.

Have each "reporter" share some reactions and one highlight from their discussion.

Key Points

Key Points are designed to add concepts to the participants' discussion based on what is most interesting about the featured article. **Key Points** can be added during or at the conclusion of the discussion, if they are not brought up by participants during the conversation.

- *Funds of knowledge* are a family's essential practices and bodies of knowledge that can be cultural and cognitive resources for relationship building and concept and skill development in programs and learning environments.
- Incorporating the *funds of knowledge* of children and families from all ethnic, cultural, and linguistic backgrounds into the learning environment provides a more meaningful and enriching learning experience for children, families, and staff.
- Self reflection and thinking about the families in the program will increase cultural responsiveness by challenging possible biases and misconceptions about differences among cultures.
- Children and families from the same cultural group are individually unique with varying behaviors, values, and beliefs that extend beyond cross-cultural differences.
- Individual family differences are viewed as strengths that are the foundation of a culturally responsive classroom and/or program.
- The exchange of information between families and staff regarding their roles, shared expectations, attitudes and values, and available supports and resources at the program and in the community will build trusting, positive, goal-oriented relationships.
- Staff can strongly encourage and support families to speak their home language(s) with their children. Research shows that children who develop two languages experience gains in cognitive development.



Funds of Knowledge

Luis C. Moll, Ph.D.

Keywords
Funds of knowledge, family engagement

Some Research Highlights
- Families have abundant knowledge that programs can learn and use in their family engagement efforts.
- Students bring with them funds of knowledge from their homes and communities that can be used for concept and skill development.
- Classroom practices sometimes underestimate and constrain what children are able to display intellectually.
- Teachers should focus on helping students find meaning in activities, rather than learn rules and facts
- Group discussions around race and class should promote trust and encourage dialogue.

Relevant Publications:
Moll, L. C., Amanti, C., Neff, D., & González, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. Theory into Practice, 31(2), 132-141.

González, N., Moll, L., & Amanti, C. (Eds). (2005). Funds of knowledge: Theorizing practices in households, communities and classrooms. Mahwah, NJ: Erlbaum.

Instructions for C2C Activity
(pgs 15 – 16 in Catalogue to Classroom, Module 2
Worksheet found on other side.)

Gathering and using funds of knowledge
There are informal and formal opportunities for staff to gather funds of knowledge (e.g., drop off, pick up, home visits, parent teacher conferences, intake forms, etc.) All staff can work together to give a full picture of a child and family's funds of knowledge. Based on conversations with families, staff may find new categories of funds of knowledge to add to the list.

Student Name: _____ Date: _____

What are your Funds of Knowledge?	
Home Language	E.g., Arabic; Spanish; Navajo; Italian
Family Values and Traditions	E.g., holiday celebrations; religious beliefs; work ethic
Caregiving	E.g., swaddling baby; giving baby pacifier; co-sleeping
Friends and Family	E.g., visiting grandma; barbecues; sports outings
Family Outings	E.g., shopping; beach; library; picnic
Household Chores	E.g., weeding; dusting; doing dishes
Educational Activities	E.g., going to the museum; taking a walk in the neighborhood
Favorite TV Shows	E.g., watching Dora; Sesame Street; Sid the Science Kid
Family Occupations	E.g., fishing; office; construction; policeman
Scientific Knowledge	E.g., recycling; exercising; health
	Additional Funds of Knowledge

González, N., Moll, L., and Amanti, C. (2005)

Activity

What We Know – What We Need to Know:
Understanding funds of knowledge

Materials:

- **Key Point** bullet one from page 14
- 11 Note Cards, each with one *funds of knowledge* category written on it
- *Funds of knowledge* categories handout
- Blank paper
- Sticky notes

Moll 1994, 2001 states that "…Teachers who do not share children's cultures can provide culturally compatible instruction if they understand the children's 'cultural funds of knowledge,' which can be thought of as the different ways of knowing, communicating and doing that exist within diverse homes." This activity is designed to explore the *funds of knowledge* that children bring to early childhood care and education programs to begin to understand how that information can serve to inform quality programming and instruction for all children.

By Engaging in the *funds of knowledge* Activity, Participants will

- gain an understanding of the definition of *funds of knowledge*;
- process and discuss 11 specific categories of *funds of knowledge;*
- think about how their own *funds of knowledge* influences their instructional practices and interactions with children and families in their program; and
- consider what they know and don't know about children and families in their program using the lens of Luis Moll's *funds of knowledge.*

Facilitating the Activity, Step-by-Step

- Begin by reading the definition of *funds of knowledge* from **Key Point** bullet one, page 14.
- Next, form small groups of 3 to 4 participants.
- Provide each small group with 3 note cards with the *funds of knowledge* categories. Each small group will process and discuss 3 of the 11 *funds of knowledge* categories. The groups combined should have a good representation of the 11 *funds of knowledge* categories.
- Have participants in each group draw 2 columns on a blank sheet of paper. One column will be labeled "self" and the second column will be labeled "a child/family in my program."
- Instruct each group to select one note card and think about their own *funds of knowledge* in that category. Participants will individually list all the things that make up their *funds of knowledge* for that category in the "self" column. Allow 3 to 5 minutes to complete this task.
- Instruct participants to discuss their own *funds of knowledge* in their small groups.
- Next, have participants think about a particular child/family in their program. Using the same note card, each participant will individually complete what they know about the child's/family's *funds of knowledge* for that category. Information should be recorded in the "a child/family in my program" column.
- Instruct each group to then discuss what they know about that child's/family's *funds of knowledge* in contrast with information that might be missing. The conversation should then be guided to ways they can learn about this information from the child and family in their program. Encourage groups to use sticky notes to capture valuable strategies and ideas for gathering *funds of knowledge*. This will reinforce the idea that children bring experiences to the learning environment and that those experiences are the foundation for curriculum and learning.
- This sequence will be repeated for each of the 3 note cards represented at each table.
- Finally, have each group brainstorm strategies on how to collect each child and family's *funds of knowledge* and how they can be integrated into the program.

Learning Extensions

Learning Extensions are designed to apply and extend thinking based on the featured article. They require participants to engage deeply with a suggestion, strategy, or concept from the featured article in a step-by-step process.

Columbo (2005) suggests a number of strategies to help educators develop increased cultural responsiveness.

These include:

- Get to know and talk to families in a variety of settings (school, home, community events, places of worship, etc.) to discover their diverse strengths. Infuse families' customs and history into the classroom or home-based setting.
- Read adult literature about other cultures that are written by authors who have in-depth knowledge of that culture.
- Place yourself in situations that force you to experience a cultural disequilibrium to help you understand what it is like for diverse children and families when they come to your program.

Have participants:

- Reflect on what they are already doing to become more culturally responsive.
- Pick a strategy from above.
- Think critically about how that strategy can help them feel more competent.
- Discuss how to implement that strategy with a partner or small group.
- Write a step-by-step plan of how to achieve and implement a chosen strategy.
- Think about how the new strategy may be integrated with existing plans (if applicable) to become more culturally responsive.
- Take their step-by-step plan back to the leadership team and implement the plan (include input from the Policy Council, Policy Committee, and Parent Committee.)
- Think about ways to incorporate the new knowledge about families into program planning: family engagement, curriculum development and individualizing children's needs.

Application to Head Start

The **Application to Head Start** activities are designed to help participants understand how journal articles can be used to support existing Head Start frameworks and documents such as the *Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five*.

Choose 1 of the Following 3 Exercises

Exercise 1. Connecting to the publication *Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five*.

In small groups, have participants review Principle 3 (p. 25) or Principle 9 (p. 61). Participants can then choose the corresponding questions below to discuss in the small group.

Principle 3 states, "Culturally relevant and diverse programming requires learning accurate information about the cultures of different groups and discarding stereotypes." Columbo (2005) and Principle 3 stress the importance of education staff discarding and challenging misconceptions about certain cultural groups.

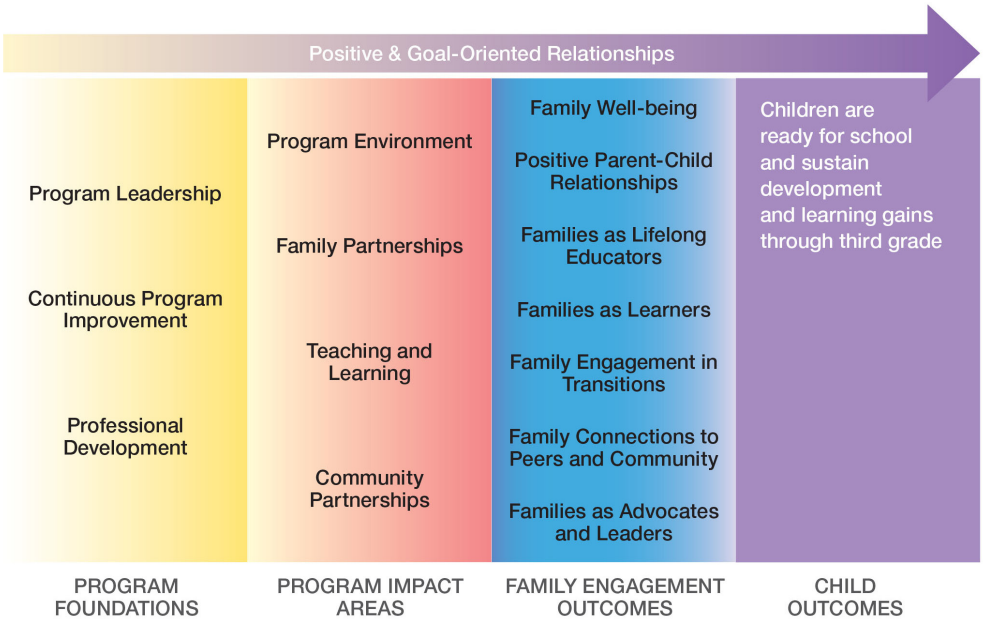
- What opportunities do staff have to reflect upon and share their own cultural experiences, values, and beliefs with colleagues?
- What opportunities do staff have to collect, learn, and share the cultures and languages of the families and communities with colleagues?

Principle 9 states, "Culturally relevant and diverse programming examines and challenges institutional and personal biases." Columbo (2005) and Principle 9 stress the importance of educational staff rethinking assumptions and biases as well as institutional practices that hinder cultural competence.

- Does your program incorporate reflective supervision practices so that staff have opportunities to reflect on their family engagement approaches and services?
- How do your program's policies and procedures support culturally responsive services for children and families?

Exercise 2. Connecting to The National Center on Parent, Family and Community Engagement (PFCE) Framework

- Review the PFCE Framework Program Foundations area focusing on Professional Development. The framework states, "Giving staff members regular opportunities to come together as a community of learners helps them find mutual support and ideas for turning training and information into action. It also helps them gain new insights from working in cross-service area teams, such as teaching, family services, and home visiting." (p.3)
- Think of two new ways to learn about different cultural groups in your program. Broaden the definition to go beyond race, language, and ethnicity.
- Refer to both the PFCE framework and the featured article for ideas. Ideas such as:
  - Training for staff conducted by families or other trusted cultural representatives about different cultural practices
  - Social activities that help staff get to know families within the context of their day to day life
  - Including families in professional development opportunities alongside staff



Exercise 3. Connecting to Curriculum and the Classroom Assessment Scoring System (CLASS)

Curriculum

- Review the curriculum used in the EHS/HS or early care and education program.
- Discuss how families' *funds of knowledge* can be infused into the curriculum.
- Discuss how children's *funds of knowedge* can be infused into the curriculum.
- Discuss how children's *funds of knowledge* can be considered within observations and individualizing.

CLASS

Choose one of the following dimensions of CLASS and discuss the corresponding questions:

Positive Climate: Relationships – How might staff develop positive and supportive relationships with children and families?

Teacher Sensitivity: Responsiveness – How might staff individualize responses to children and families?

Instructional Learning Formats-Variety of Modalities and Materials (pre-k) – How could learning be given deeper context with the incorporation of culturally relevant materials?

Faciliation of Learning and Development-Expansion of Cognition (Toddler) – How could faciliation of learning and development be given deeper context with the incorporation of culturally relevant materials?

Making the Connection

This section provides information on how the **C2C** training modules connect to and support the Head Start Performance Standards and Protocols. It also explains how the modules can be used by Early Childhood Education (ECE) Specialists.

The Head Start Performance Standards

1304.21 Education and Early Childhood Development

- (a) Child Development and Education for all children (2) Parents must be (i) Invited to become integrally involved in the development of the program's curriculum and approach to child development and education;
- (3)(i)(E) Supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being.

1304.40 Family Partnerships

- (e)(1) Parent involvement in child development and education. Grantee and delegate agencies must provide opportunities to include parents in the development of the program's curriculum and approach to child development and education.

Improving Head Start for School Readiness Act of 2007

Sec.642 Powers and Functions of Head Start Agencies

- (11) Provide to parents of limited English proficient children outreach and information, in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.

The 2014 Office of Head Start Monitoring Protocol

Family & Community Engagement Key Indicator #1- Partnerships with Families

- Interview the FCE Coordinator and staff to determine how they demonstrate respect for each family's cultural, ethnic, and linguistic diversity.
- Interview parents to determine how the program provides them with opportunities to share their culture, values, beliefs, and traditions with the program. **OHS T/TA**

System Early Childhood Education (ECE) Specialists

This professional development resource supports ECE Specialists to provide T/TA around Parent and Family Engagement

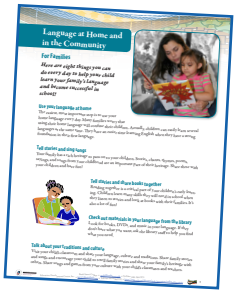
- ECE Specialists can help grantees develop their skills in facilitating home-school connections with parents and families; to reinforce children's learning and development; and to understand and respond to the many cultures and languages represented in their programs.

School Readiness

- ECE Specialists can help grantee staff to explore developmental concepts identified in the HSCDELF Language and Literacy domain (e.g., the importance of maintaining the home language); and Social and Emotional Development domain (e.g., maintaining cultural continuity between home and school to support self-concept and identity).

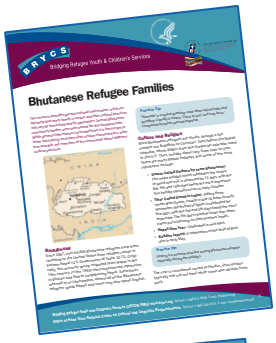
Making the Connection

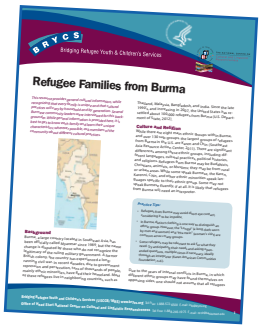
The National Center on Culture and Linguistic Responsiveness (NCCLR) has created a number of products that support practice with culturally and linguistically diverse families and children. These products can be given as handouts to participants.

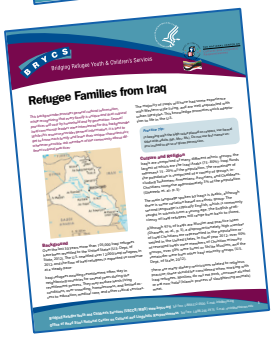


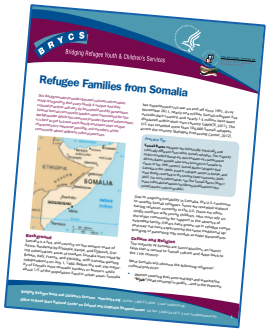
The Importance of Home Language Series

This series of handouts is designed to provide staff and families with basic information on topics related to children learning two or more languages. They emphasize the benefits of being bilingual, the importance of maintaining home language, and the value of becoming fully bilingual. These easy-to-read resources highlight important information that every adult living or working with young dual language learners should know. eBooks now available. https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/home-language.html









Cultural Backgrounders

This series of resources provides general cultural information on various refugee and cultural groups new to the United States to help staff begin discussions with families. It is always best to get to know each family and learn their individual characteristics, as every family is unique and cultural practices vary by household and by generation.
https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/refugee-families/cul-backgrounders.html

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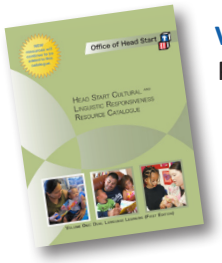
Office of Head Start. (2010). Revisiting and updating the multicultural principles for Head Start programs serving children ages birth to five. Washington, DC: Author. Retrieved from the Early Childhood Learning & Knowledge Center website: http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf

Pianta, R. C., LaParo, K.M.& Hamre, B.K. (2008). Classroom Assessment Scoring System™ (CLASS™) Manual, Pre-K. Baltimore, MD: Brookes Publishing.

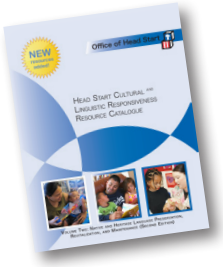
Appendix

Head Start Cultural and Linguistic Responsiveness Resource Catalogue (Volumes One – Three)

This three-volume resource provides extensive descriptive listings of research- and evidence-based articles, books, videos, curricula, websites, and other resources useful to families, staff, Head Start partners, and T/TA providers. It is designed to inform readers of sound education strategies and promising practices, practical family and community engagement approaches, professional development resources, and culturally and linguistically responsive policies and system designs.



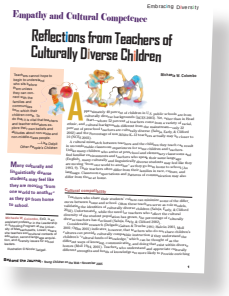
Volume One: Dual Language Learning (First Edition)
Provides resources that identify the unique factors that contribute to linguistic and school-readiness skills of young children learning two or more languages. Volume One offers strategies for families and teachers to support their development.



Volume Two: Native and Heritage Language Preservation, Revitalization, and Maintenance (Second Edition)
Provides resources on efforts to preserve heritage languages and lifeways of American Indian, Alaska Native, Pacific Island, and other indigenous communities.

Volume Three: Cultural Responsiveness (First Edition)
Provides resources that convey the impact of cultural heritage on children's linguistic and social-emotional development. Volume Three resources promote supportive learning environments, effective teaching strategies, and culturally responsive family supports.

Module 2


Embracing Diversity

Empathy and Cultural Competence

Reflections from Teachers of Culturally Diverse Children

Article: Empathy and Cultural Competence Reflections from Teachers of Culturally Diverse Children

Author(s): Colombo, Michaela W.

Year: 2005

Journal: *Young Children* on the Web (1)

Volume: November, 2005

Pages: 1 – 8

Volume: Selected from the *Office of Head Start Cultural and Linguistic Responsiveness Resource Catalogue,* Volume Three, Cultural Responsiveness (First Edition)

Resource Catalogue Website: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/HeadStartCultur.htm

Journal Website: http://www.naeyc.org/files/yc/file/200511/ColomboBTJ1105.pdf

Main theme: This article describes a small study of 27 middle class White pre k through third grade teachers who participated in a professional development initiative designed to help teachers rethink their assumptions about the Latino students and families enrolled in their suburban Massachusetts public school. Professional development included 12 workshops that combined coursework with cultural immersion experiences and interactions with culturally diverse Latino families and children, most of whom qualified for the free or reduced lunch program. Although Spanish was the home language of all of the families, several different Latino cultures were represented.

Learning Outcomes

- Discuss and explore misconceptions of diverse families
- Learn concept *funds of knowledge*
- Reflect on program's practices with diverse families
- Learn strategies to increase cultural responsiveness
- Make connections to other resources
- Begin planning next steps

Module 2: Empathy and Cultural Competence Reflections from Teachers of Culturally Diverse Children

Featured Article Summary

This article describes a small study of 27 middle class White pre k through third grade teachers who participated in a professional development initiative that was designed to help teachers rethink their assumptions about the Latino students and families enrolled in their suburban Massachusetts public school. Professional development included 12 workshops that combined coursework with cultural immersion experiences and interactions with culturally diverse Latino families and children, most of whom qualified for the free or reduced lunch program. Although Spanish was the home language of all of the families, several different Latino cultures were represented.

Teachers were interviewed during and following the professional development experience. Prior to the workshop, some of the teachers held misconceptions about the families and children in their program. Four misconceptions, in particular, were highlighted:

Misconception 1: Everyone is the same – children are children; families are families.
Misconception 2: Culturally diverse parents should know and conform to the expectations of mainstream schools;
Misconception 3: Families who do not participate in school activities do not value education;
Misconception 4: If you want children to learn English, just speak English.

These misconceptions can perpetuate values and attitudes that lead to a deficit model of teaching, rather than a model that focuses on strengths and unique aspects of cultural difference. Expectations of appropriate roles and responsibilities of teachers and parents may vary greatly across cultures. Participation in school activities may be a function of work schedule, number of other children and adults in the home, past experiences with school, etc. Lack of attendance does not equal lack of interest or a lack of the importance of education to the family. The evidence is clear that children who are taught their home language first and build upon that language as the sound foundation to learn English are cognitively and socially ahead of their monolingual peers. Most of the teachers in the study learned that ignoring cultural and economic class differences hindered their ability to understand and communicate with the families in the program; requested additional workshops to further their understandings of cultural differences; and felt that frequent interactions with families around learning activities would strengthen relationships and learning.

Module 2: Empathy and Cultural Competence Reflections from Teachers of Culturally Diverse Children

Activity Instructions for What We Know – What We Need to Know: *Understanding funds of knowledge*

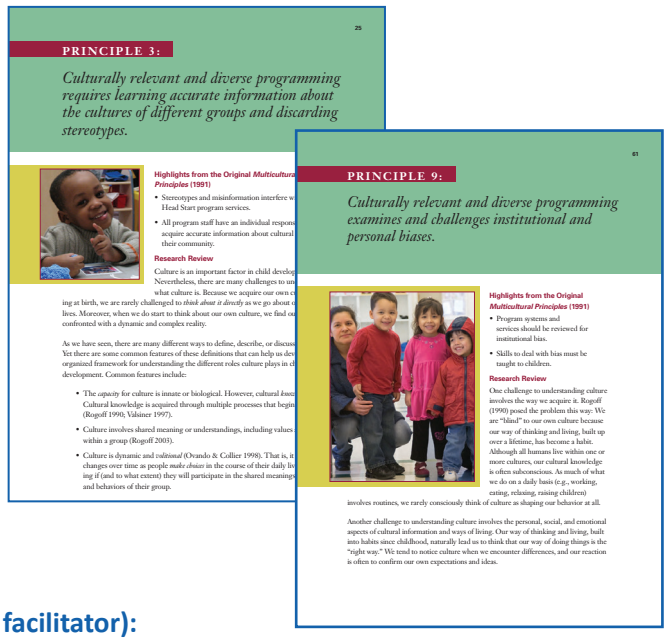
- Review the definition of *funds of knowledge*.
- Draw two columns on a blank sheet of paper. Label the first column "self" and the second column "a child/family in my program".
- Choose one note card with a *funds of knowledge* category and individually list all the things that make up your own *funds of knowledge* in the "self" column. Discuss in your small group.
- Think about a particular child/family in your program and complete, individually, what you currently know about that child's/family's *funds of knowledge* in the "a child/family in my program" column. Discuss in your small group.
- Repeat above sequence for each of the 3 note cards in each small group.
- Brainstorm in your small group how staff can learn more about children and families' *funds of knowledge*. Write the top three ideas on a sticky note and place it on the chart paper in the front of the room.

Learning Extension Instructions

Columbo (2005) suggests a number of strategies to help educators develop increased cultural responsiveness. These include:

- Get to know and talk to families in a variety of settings (school, home, community events, places of worship, etc.). Learn about diverse cultural norms, rituals, and customs and infuse them into the classroom or home-based setting.
- Read adult literature about other cultures that are written by authors who have an in-depth knowledge of that culture.

- Place yourself in situations that force you to experience a cultural disequilibrium to help you to understand what it is like for children and families from different backgrounds when they come to your program.
- Pick one of the suggested strategies from above:
  - Reflect on what you are already doing to become more culturally responsive.
  - Think critically about how that strategy can help you feel more responsive.
  - Discuss how to implement that strategy after the training with a partner or small group.
  - Write a step-by-step plan of how to achieve and implement a chosen strategy.
  - Think about how the new strategy may be integrated with existing plans (if applicable) to become culturally responsive.
  - Take the step-by-step plan back to the leadership team and implement the plan (include input from the Policy Council, Policy Committee, and Parent Committee.)



25

PRINCIPLE 3:

Culturally relevant and diverse programming requires learning accurate information about the cultures of different groups and discarding stereotypes.

Highlights from the Original *Multicultura Principles* (1991)

- Stereotypes and misinformation interfere w Head Start program services.
- All program staff have an individual respons acquire accurate information about cultural their community.

Research Review

Culture is an important factor in child develop Nevertheless, there are many challenges to un what culture is. Because we acquire our own c ing at birth, we are rarely challenged to *think about it directly* as we go about o lives. Moreover, when we do start to think about our own culture, we find ou confronted with a dynamic and complex reality.

As we have seen, there are many different ways to define, describe, or discuss Yet there are some common features of these definitions that can help us dev organized framework for understanding the different roles culture plays in ch development. Common features include:

- The *capacity* for culture is innate or biological. However, cultural *know* Cultural knowledge is acquired through multiple processes that begin (Rogoff 1990; Valsiner 1997).
- Culture involves shared meaning or understandings, including values within a group (Rogoff 2003).
- Culture is dynamic and *relational* (Ovando & Collier 1998). That is, it changes over time as people *make choices* in the course of their daily liv ing if (and to what extent) they will participate in the shared meanings and behaviors of their group.

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PRINCIPLE 9:

Culturally relevant and diverse programming examines and challenges institutional and personal biases.

Highlights from the Original *Multicultural Principles* (1991)

- Program systems and services should be reviewed for institutional bias.
- Skills to deal with bias must be taught to children.

Research Review

One challenge to understanding culture involves the way we acquire it. Rogoff (1990) posed the problem this way: We are "blind" to our own culture because our way of thinking and living, built up over a lifetime, has become a habit. Although all humans live within one or more cultures, our cultural knowledge is often subconscious. As much of what we do on a daily basis (e.g., working, eating, relaxing, raising children) involves routines, we rarely consciously think of culture as shaping our behavior at all.

Another challenge to understanding culture involves the personal, social, and emotional aspects of cultural information and ways of living. Our way of thinking and living, built into habits since childhood, naturally lead us to think that our way of doing things is the "right way." We tend to notice culture when we encounter differences, and our reaction is often to confirm our own expectations and ideas.

Application to Head Start

Complete 1 of the following 3 exercises (as directed by facilitator):

Exercise 1. Connecting to the *Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five*

- Review Principle 3 (p. 25) or Principle 9 (p. 61) from the OHS's *Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children ages Birth to Five*.
- Choose the corresponding questions below to discuss.

Principle 3

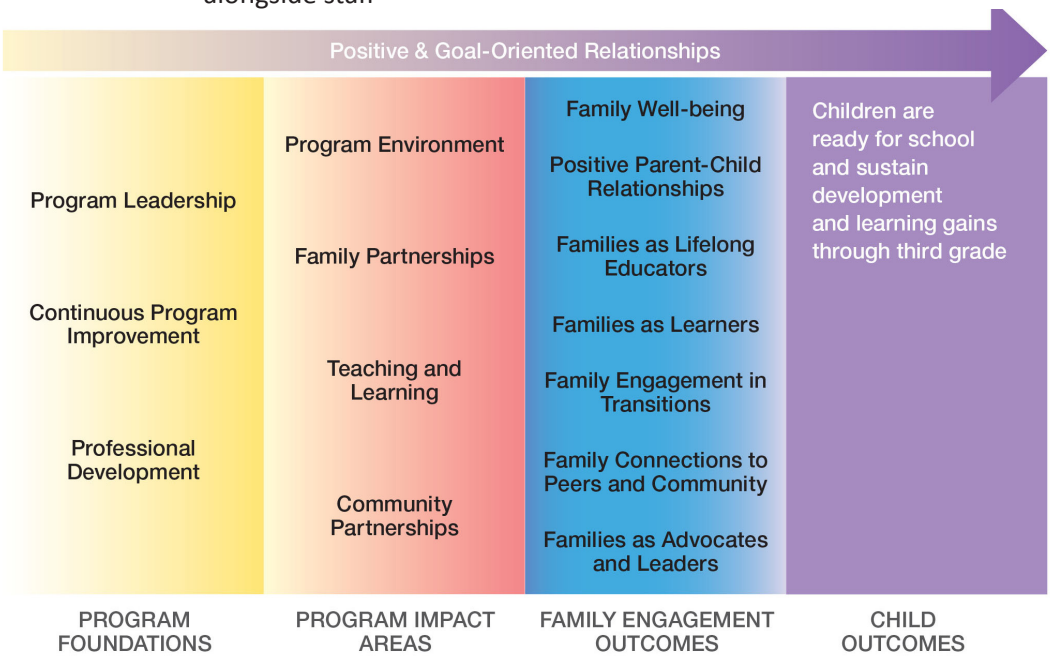
- What opportunities do staff have to reflect upon and share their own cultural experiences, values, and beliefs with colleagues?
- What opportunities do staff have to collect, learn, and share the cultures and languages of the families and communities with colleagues?

Principle 9

- Does your program incorporate reflective supervision practices so that staff have opportunities to reflect on their family engagement approaches and services?
- How do your program's policies and procedures support culturally responsive services for children and families?

Exercise 2. Connecting to the Parent, Family and Community Engagement (PFCE) Framework

- Review the PFCE Framework Program Foundations area focusing on Professional Development. The framework states, "Giving staff members regular opportunities to come together as a community of learners helps them find mutual support and ideas for turning training and information into action. It also helps them gain new insights from working in cross-service area teams, such as teaching, family services, and home visiting." (p.3)
- Think of two new ways to learn about different cultural groups in your program. Broaden the definition to go beyond race, languages and ethnicity. Refer to both the PFCE framework and the featured article for ideas. Ideas such as:
  - Training for staff conducted by families or other trusted cultural representatives about different cultural practices
  - Social activities that help staff get to know families within the context of their day to day life
  - Including families in professional development opportunities alongside staff



The Head Start Parent, Family, and Community Engagement Framework

Exercise 3. Connecting to Curriculum and the Classroom Assessment Scoring System (CLASS)

Curriculum

- Review the curriculum used in the EHS/HS or early care and education program.
- Discuss how families' *funds of knowledge* can be infused into the curriculum.
- Discuss how children's *funds of knowedge* can be infused into the curriculum.
- Discuss how children's *funds of knowledge* be considered within observations and individualzing.

CLASS

- Choose one of the following dimensions of CLASS and discuss the corresponding questions:

  Positive Climate: Relationships – How might staff develop positive and supportive relationships with children and families?

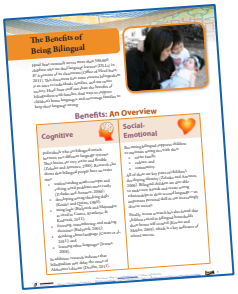
  Teacher Sensitivity: Responsiveness – How might staff individualize responses to children and families?

  Instructional Learning Formats-Variety of Modalities and Materials (pre-k) – How could learning be given deeper context with the incorporation of culturally relevant materials?

  Faciliation of Learning and Development-Expansion of Cognition (Toddler) – How could faciliation of learning and development be given deeper context with the incorporation of culturally relevant materials?

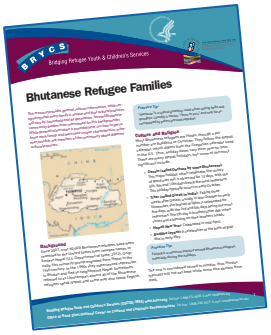
Making the Connection

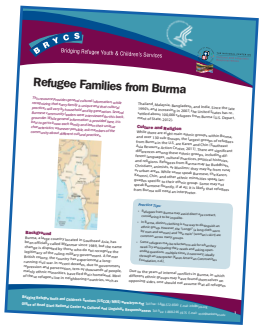
The National Center on Culture and Linguistic Responsiveness (NCCLR) has created a number of products that support practice with culturally and linguistically diverse families and children. These products can be given as handouts to participants.

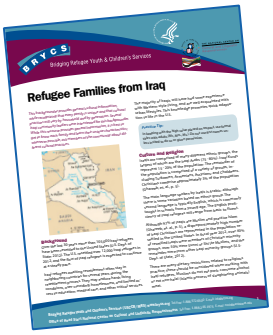


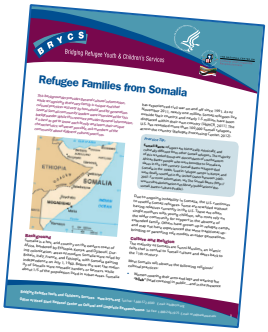
The Importance of Home Language Series

This series of handouts is designed to provide staff and families with basic information on topics related to children learning two or more languages. They emphasize the benefits of being bilingual, the importance of maintaining home language, and the value of becoming fully bilingual. These easy-to-read resources highlight important information that every adult living or working with young dual language learners should know. eBooks now available.
https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/home-language.html







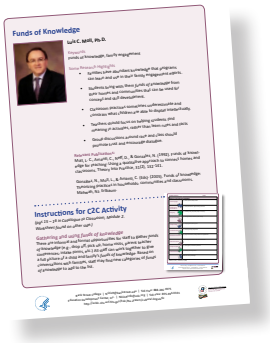


Cultural Backgrounders

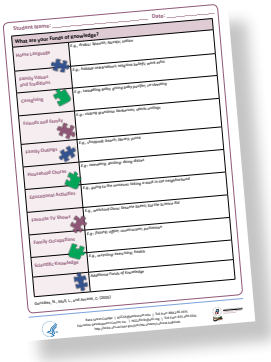
This series of resources provides general cultural information on various refugee and cultural groups new to the United States to help staff begin discussions with families. It is always best to get to know each family and learn their individual characteristics, as every family is unique and cultural practices vary by household and by generation.
https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/refugee-families/cul-backgrounders.html

Appendix

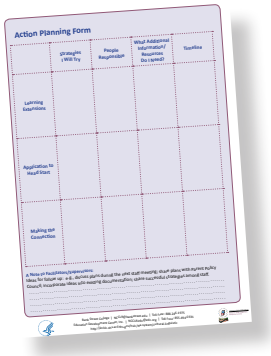
Handouts and Action Planning Form:



Funds of Knowledge and Instructions for C2C Activity



Funds of Knowledge Form



Action Planning Form

Funds of Knowledge

Luis C. Moll, Ph.D.

Keywords
Funds of knowledge, family engagement

Some Research Highlights

- Families have abundant knowledge that programs can learn and use in their family engagement efforts.
- Students bring with them *funds of knowledge* from their homes and communities that can be used for concept and skill development.
- Classroom practices sometimes underestimate and constrain what children are able to display intellectually.
- Teachers should focus on helping students find meaning in activities, rather than learn rules and facts
- Group discussions around race and class should promote trust and encourage dialogue.

Relevant Publications:

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. Theory Into Practice, 31(2), 132-141.

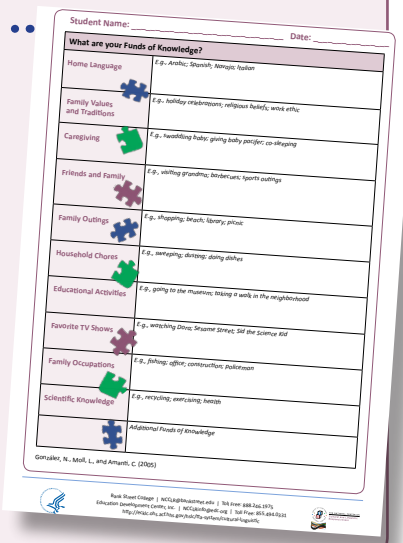
González, N., Moll, L., & Amanti, C. (Eds). (2005). Funds of knowledge: Theorizing practices in households, communities and classrooms. Mahwah, NJ: Erlbaum.

Instructions for C2C Activity

(pgs 15 – 16 in Catalogue to Classroom, Module 2. Worksheet found on other side.)

Gathering and using *funds of knowledge*

There are informal and formal opportunities for staff to gather *funds of knowledge* (e.g., drop off, pick up, home visits, parent teacher conferences, intake forms, etc.) All staff can work together to give a full picture of a child and family's *funds of knowledge.* Based on conversations with families, staff may find new categories of *funds of knowledge* to add to the list.



Student Name: _____ Date: _____

What are your Funds of Knowledge?	
Home Language	*E.g., Arabic; Spanish; Hmong; Italian*
Family Values and Traditions	*E.g., holiday celebrations; religious beliefs; work ethic*
Caregiving	*E.g., bottlefeeding baby; giving baby pacifier; co-sleeping*
Friends and Family	*E.g., visiting grandma; barbecues; sports outings*
Family Outings	*E.g., shopping; beach; library; picnic*
Household Chores	*E.g., sweeping; dusting; doing dishes*
Educational Activities	*E.g., going to the museum; taking a walk in the neighborhood*
Favorite TV Shows	*E.g., watching Dora; Sesame Street; Sid the Science Kid*
Family Occupations	*E.g., fishing; office; construction; policeman*
Scientific Knowledge	*E.g., recycling; exercising; health*
	Additional Funds of Knowledge

González, N., Moll, L., and Amanti, C. (2005)

Bank Street College | NCCLR@bankstreet.edu | Toll Free: 888.246.1975
Education Development Center, Inc. | NCCLRinfo@edc.org | Toll Free: 855.494.0331
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic

Name: _____ Date: _____

Funds of Knowledge	
Home Language	*E.g., Arabic; Spanish; Navajo; Italian*
Family Values and Traditions	*E.g., holiday celebrations; religious beliefs; work ethic*
Caregiving	*E.g., swaddling baby; giving baby pacifer; co-sleeping*
Friends and Family	*E.g., visiting grandma; barbecues; sports outings*
Family Outings	*E.g., shopping; beach; library; picnic*
Household Chores	*E.g., sweeping; dusting; doing dishes*
Educational Activities	*E.g., going to the museum; taking a walk in the neighborhood*
Favorite TV Shows	*E.g., watching Dora; Sesame Street; Sid the Science Kid*
Family Occupations	*E.g., fishing; office; construction; policeman*
Scientific Knowledge	*E.g., recycling; exercising; health*
	Additional Funds of Knowledge

González, N., Moll, L., & Amanti, C. (Eds). (2005). Funds of knowledge: Theorizing practices in households, communities and classrooms. Mahwah, NJ: Erlbaum.

Action Planning Form

	Strategies I Will Try	People Responsible	What Additional Information/ Resources Do I Need?	Timeline
Learning Extensions				
Application to Head Start				
Making the Connection				

A Note to Facilitators/Supervisors:

Ideas for follow up: e.g., discuss plans during the next staff meeting; share plans with the Policy Council, Policy Committee, and Parent Committee; incorporate ideas into existing documentation; share successful strategies among staff. . . . . .

Notes:

THE NATIONAL CENTER ON
Cultural and Linguistic
Responsiveness

This document was prepared under Grant #90HC0001 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Cultural and Linguistic Responsiveness.

Contact Information:

The Office of Head Start National Center on Cultural and Linguistic Responsiveness
https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic

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