

Culturally Responsive Teaching

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Culturally responsive teaching is important for early childhood education because more and more children from different classes and races in the school have their own cultural differences. There may be misunderstandings with families, children, and teachers due to cultural differences. This would affect students' emotions, and lead them to fail to really integrate into the classroom, and actively learn and develop their skills. Therefore, teachers need to plan and design the culturally responsive courses, so students can learn different cultural differences, understand each other, and build trust relationship with teachers.

Statement of the Problem

Culturally responsive teaching, the main problem is how the teachers need to support young children emotionally by using cultural references. Children will be affected by the issue because many children from different classes and races in the school have their own cultural differences. There may be misunderstandings between children and teachers due to cultural differences. Therefore, culturally responsive teaching can help teachers and students build a trusting relationship and support the development of children's skills and abilities. Teachers can use cultural references to help young children feel safe in the school and also that could build a trusting relationship between teacher and parents.

Moreover, children and families could be affected because teachers can use cultural references to help young children feel safe in the school and also that could build a trusting relationship between schools and families. We need to solve this issue now because many schools ignore culturally responsive courses. This has caused some new immigrant children to feel that they are outsiders. Therefore, schools need to encourage teachers to help them

understand each other's culture by making culturally responsive teaching that could support children's emotions, thereby establishing good communication. Also, in order to avoid misunderstanding caused by lack of communication, the teachers can actively communicate with students' parents, so that teachers can understand the students' problems and help them solve difficulties.

Finally, cultural response teaching can help children understand each other's different cultural backgrounds. This can not only make children communicate better, but also helps to establish a good trust relationship between schools and families, so as to avoid misunderstanding and harm.

Research

Article 1: "Lessons Learned From a Teacher Working With Culturally and Linguistically Diverse Children" by Carla Amaro-Jiménez

According to "Lessons Learned From a Teacher Working With Culturally and Linguistically Diverse Children" the author expressed that more and more students from different cultural backgrounds in the classroom, the teaching team also needs to increase cultural diversity through cultural teaching methods and practice can support students' learning and help them succeed in school. The author explained that the five practices from Mrs. Pennington, which can support children from different cultural backgrounds and languages. First of all, give children time to think and reflect in their own way. Second, encourage and value the cultural knowledge that these students already understand. Third, help them understand and integrate into different cultures. Fourth, the teacher needs to take time to listen and understand the children's

thoughts. Finally, help children to learn and understand new information and knowledge. These five practices meet the learning needs of students of different cultural backgrounds and languages, guide them to connect with children of other cultural backgrounds, and help them learn and understand new information and knowledge. This can build trust between students and teachers, make them really integrate into the classroom and affect their study in a right way.

The author shared the teaching strategies that he observed and advocated educators using the five lessons learned, which can really integrate young children into class. Therefore, I chose this article, and I learned that teachers need to give students time to think, so that students can use their own learning methods that are based on their own cultural backgrounds to understand new information. This will not only help to create a caring learning environment, but also supports children's emotions and builds trust relationships with teachers. Moreover, the five lessons learned also can help children be more interested to learn new information and have more actively communicate with teachers.

Article 2: "Exploring Cultural Heritage in a Kindergarten Classroom" by Lynn E. Cohen

According to "Exploring Cultural Heritage in a Kindergarten Classroom", the author Lynn E. Cohen expressed that play is sociocultural in nature and an important part of a child's learning and development. Playing can guide children to learn different cultural heritages by using their own culture, tradition, and language, which can help students learn and develop their skills. Playing can also make students more interested in international cultural projects and have more motivation to study. Moreover, the author used families' survey responses that help her have enough information to plan a class on cultural heritage. The author showed several

meaningful cultural activity courses designed by her, and guided children to share their thoughts and knowledge about the cultural activity courses through some open questions. This enables children to integrate what they already know, and to have more interest in learning new information. Therefore, the author believes that through play, children can be more interested and motivated to participate in classroom activities and learning, allowing them to play an active role in learning important cultural and historical concepts.

The author hopes that through play, children can be more interested and motivated to learn different cultural knowledge. Also, teachers need to actively communicate with parents and master sufficient information, so as to support children's understanding of their respective cultures and be more active sharing their own cultural knowledge and ideas. These cultural activities have also promoted children's learning and development. Therefore, I chose this article, and I learned that teachers need to research and understand student's cultural background, religious beliefs and languages. That can guide children to share and learn different cultural knowledge through playing and create a caring learning environment. Therefore, combining playing with international project activities can help children's learning and development.

Article 3: “Meeting Children Where They Are: Culturally Adapted Models of Early Childhood Education” by Sarah Modica, Maya Ajmera, and Victoria Dunning

According to "Meeting Children Where They Are: Culturally Adapted Models of Early Childhood Education" the authors summarized three principles to help by comparing early childhood education models of different countries and cultures to make early childhood programs effective, inclusive, and culturally relevant. First of all, develop on the basis of

traditional child care practices. Second, respect for children's language and ethnic diversity. Thirdly, use and transform community resources. On the basis of traditional parenting practices, children from different backgrounds and experiences can receive a good education in a comfortable learning environment.

The authors advocate the importance of early childhood education and cultural traditions, summarizing three principles by comparing quality education issues in different countries and combining their different cultural backgrounds and economies. Let children from different cultural backgrounds and experiences learn and develop in an educational environment that makes them feel comfortable. Therefore, I chose this article, and I learned that creating a caring learning environment is necessary to consider the cultural background of each child, respect their language and race, and use a variety of resources to design the learning environment. This allows them to study and develop their skills in a comfortable environment.

Small Advocacy Action

With more and more students from different cultural backgrounds entering the classrooms, many teachers find that students from different cultural backgrounds will encounter more difficulties. These difficulties are often caused by cultural barriers, so as early childhood educators, they can know each child's cultural background through family survey feedback. This can help teachers effectively plan how to design their own classrooms, establish a caring learning environment, and make children from different cultural backgrounds feel comfortable and safe.

Large Advocacy Action

In order for students of different cultural backgrounds to better overcome cultural barriers, teachers also need to learn different cultural knowledge. Therefore, workshop training can really help teachers better understand the information of different cultural backgrounds. Because some teachers and students come from the same cultural background, teachers communicate, discuss and share their experiences with each other, which is helpful for teachers to design cultural courses and activities. Moreover, workshop training can also help teachers understand how to deal with misunderstandings caused by cultural differences, share their experiences and solve the challenges teachers encounter in class.

On the other hand, other stakeholders also can help because they are connected to each other such as families, children, and administrators. They will all have active roles in advocacy action. For example, teachers can better understand the cultural background of students by communicating with their families. Thus teachers can better plan and design cultural courses and activities, and establish a caring learning environment, which can help young children feel comfortable in the school. In addition, school administrators can organize international day activities, and encourage children to introduce their traditional culture through activities. Thus, teachers and students can exchange and discuss with each other, which can build a trust relationship with the teachers and make young children learn more actively. Therefore, these stakeholders can help me implement the intervention.

Conclusion

In sum, I choose this theme to advocate because I think different culture backgrounds deeply affects our thoughts and behaviors. Therefore, the teaching of cultural response is very important for children. Teachers guide children to observe, share and understand different cultures through some cultural courses. This can help children understand the differences between cultures, cultivate positive attitudes, and reduce misunderstandings and conflicts in the future.

Moreover, as an early childhood educator, we need to realize that children are not blank in cultural knowledge, and they also have cultural knowledge and understanding. Teachers need to observe and understand their children's cultural experience carefully, and establish trusting relationships. When designing culture-responsive courses, the teacher should understand the children's known cultural knowledge, and put forward new cultural knowledge on this basis, and then guide the children to compare. This can support children's recognition of their own cultural identity and their understanding of other people's culture. Therefore, designing a great culturally responsive curriculum can influence children to eliminate prejudice, discrimination, and avoid hatred and violence.

References

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