

## CULTURALLY RESPONSIVE CURRICULUM

\*All teachers of young children spend considerable time getting to know their students, their backgrounds, their special skills and needs, and some information about their early learning and socialization environments.

\*This is especially important when the linguistic and cultural backgrounds of the teacher and children are different.

- When collecting information about the specific children in a classroom, teachers should not make assumptions about their cultural background. Racial and ethnic generalizations about particular groups may or may not apply to any particular family or child.
- All good early childhood teaching starts by finding out who the children are, in order to begin communication and instruction with sensitivity and build on the children's abilities, approaches to learning, and existing knowledge.

\*By collecting relevant information about the students and families and by spending time talking with parents and other family members, preschool and kindergarten teachers can better understand how to interpret the home language and culture of the children in their classrooms (Tabors, 1997).

\*It is important to learn as much about the families' culture as possible in order to more accurately interpret the meaning of the child's behavior and prevent cultural stereotyping or unrealistic expectations.

**\*Culturally responsive teaching systematically integrates the students' values, beliefs, histories, and experiences and builds curriculum around mutual respect and trust (Garcia, 1993).**

Espinosa and Burns. (2002). Early Literacy for Young Children and English-Language Learners. In Howes, C., *Teaching Four - Eight Year Olds* (Reformatted from pp. 62-64). Brookes Publishing Company