Building a Multicultural, Multilingual Community in Your Early Childhood Program

By Karen Nemeth, Ed.M.

language castle

What does "community" mean to me?

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- Linkedin: ELLs/DLLs in Early Childhood

What is the role of a leader in a diverse early childhood program?
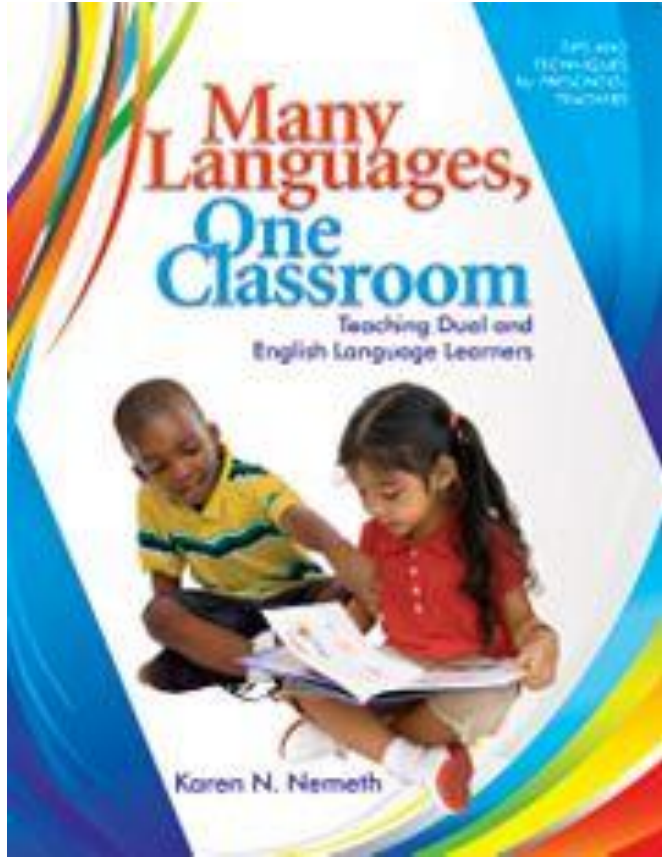
- Setting the tone - keeping the vision

- Providing materials and supplies

- Supporting professional development

What is my role as the leader of this webinar?

- Resources to help you develop your multicultural/multilingual *vision*

- Resources for *materials* to equip your diverse classrooms

- Resources to support ongoing *professional development*

- (For more detail, see my book, <u>Many Languages, One Classroom</u> and my upcoming book on caring for diverse infants and toddlers)

Many Languages, One Classroom

Teaching Dual and English Language Learners

Karen N. Nemeth

Is your program multicultural?

- Even if the children and staff all speak the same language …

- Aren't ALL programs multicultural?

- What makes a culture?

Celebrations

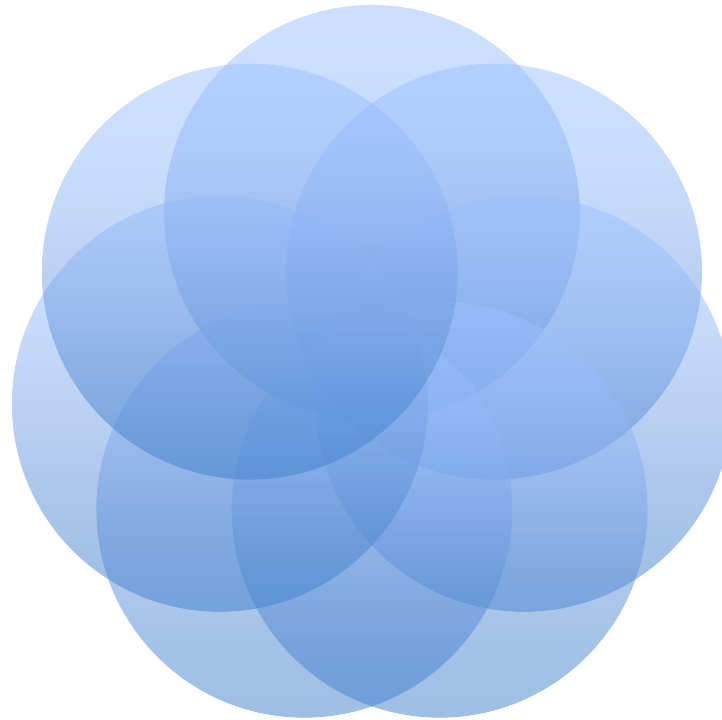Clothing/Style

Feeding

Self-Help Skills

Male/female
roles

Comforting

Discipline

Music Dancing
Play Activities

Adult/Child
Interactions

Book Reading
Storytelling

- Quiz question:
- Why do you need to learn more about the cultures in your program?
  - To increase parent involvement
  - For accreditation or quality rating points
  - To attract more families
  - To enhance your curriculum

Work toward responsiveness rather than mastery:

1. Get to know staff and families – what is cultural to THEM?
2. Support EVERY member of the program in openness and learning
3. Don't tolerate any intentional disrespect
4. Use mistakes as opportunities to learn about each other

Key resources:

- Derman-Sparks, L. & Edwards, J.O. (2010) <u>Anti-Bias Education for Young Children and Ourselves</u>, NAEYC

- Gonzalez-Mena, J. (2010) <u>50 Strategies for Communicating and Working with Diverse Families 2nd ed.</u>, Pearson

- Kruse, T.S. & Neill, P. (2006) <u>Multicultural Programs,</u> High/Scope Educational Research Foundation

- Office of Head Start (2010) Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five

http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf

http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Pri

Q▾ Google

NAEYC project▾   DLL–Head Start   Study Explo...cation Week   Sledding   model sites▾   tech workshop▾   Annual Convention   Resources▾   Language Castle▾

http://eclkc.ohs.acf.hhs.gov/hslc/...

REVISITING AND UPDATING THE

Multicultural Principles

for Head Start Programs Serving Children Ages Birth to Five

Websites for cultural diversity:

http://cybraryman.com/multicultural.html
(my new friend from twitter)

http://www.eclkc.ohs.acf.hhs.gov/hslc
(Head Start's Early Childhood Learning and
  Knowledge Center – Wow!)

National Center on
Cultural and Linguistic Responsiveness

Cultural and Linguistic Responsiveness

Dual Language Learners (DLL) & Their Families

DLL: Disabilities

DLL: Early Childhood Development

DLL: Family & Community Partnerships

DLL: Health

DLL: Professional Development

DLL: Program Design & Management

Early Head Start National Resource Center

National Center on Health

Parent, Family, and Community Engagement

Program Management and Fiscal Operations

Quality Teaching and Learning

The National Center on Cultural and Linguistic Responsiveness provides the Head Start community with research-based information, practices, and strategies to ensure optimal academic and social progress for linguistically and culturally diverse children and their families. Young children who are dual language learners (DLL) are the largest growing segment of the U.S. population; therefore, the National Center on Cultural and Linguistic Responsiveness provides culturally responsive, user-friendly materials and training for staff and families to use to promote strong language and literacy skills in children's home language and in English.

Contact U

Send your quest
NCCLRinfo@ed

Featured Articles

DLLs and Their Families: Program Preparedness Checklist Version 4
This checklist helps Head Start and Early Head Start (EHS) programs assess whether their systems, policies, and procedures meet the needs of children and families who speak languages other than English.

OHS Report: Dual Language Learning: What Does it Take?
Suggestions and recommendations are provided in this report to better serve culturally and linguistically diverse children and families. Head Start service providers will find this information particularly valuable as it offers an in depth look into the unique needs, challenges, and opportunities related to supporting bilingual and multilingual children.

Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five
Children and their families come to Head Start and Early Head Start rooted in a

Special considerations for multilingual programs

- We MUST support each and every child's home language,

- And we must help them learn English

- Without sacrificing any of the important learning that happens in ECE!

Says who??

Says who???

- NAEYC
- TESOL
- CEC-DEC
- OHS
- NABE
- State guidance such as TX, CA, MA

What does it mean to "support each and every child's home language"??

- Build on prior learning
- Support continued learning while English fluency is developing
- Build self-esteem
- Strengthen family bonds
- Enhance social-emotional development

Language CASTLE ©

6 key strategies for supporting home languages while building English:

- *C*hoose key words
- *A*dapt all areas
- *S*upplies and stuff
- *T*hemes over time
- *L*inks to real life
- *E*ngage, emote, express

So what's the secret to success?

- **Create a Diversity Team!**
  - Staff
  - Parents
  - Volunteers
  - Members of the community
  - Resources

What can a Diversity Team do for you??

- Get things in different languages
- Help you understand cultural differences
- Connect you with funding
- Welcome new families
- Be your advocate in the community

Get ready for the last quiz!

Pay attention –
I'll ask you questions about this list...

Make a note of each item that is
already supporting your program!

Who is going to be on this Diversity Team?

- #1 Your curriculum company!

- #2 Your public library!

- Child Care Resource and Referrals
- Adult schools
- Local business organizations
- Charities – United Way
- Churches and communities of faith
- Clinic, doctor, emergency room
- High Schools and Colleges and their student associations

- State department of education (look outside your own state)
- State Early Childhood Advisory Counsel
- Cultural clubs and social organizations
- Early intervention providers
- Facebook, Twitter, Linkedin
- Foster grandparent organizations

- Girl Scouts, Boy Scouts, 4H, Boys and Girls Clubs, YMCA, YMHA, YWCA etc
- Local Businesses that represent the languages/cultures in your program
- Local child care association
- Local fairs and festivals – cultural, business, healthcare, social services
- Local government

- Senior citizen centers / organizations
- Service organizations: Kiwanis, Rotary, Lyons, Masons
- Skype
- Social service agencies, welfare office, child protective services, etc
- Sports associations

- Home visiting programs
- Hotels, restaurants, service industry
- Language schools, translation services
- Larger corporations and suppliers
- Travel agencies

- www.firstbooks.org
- www.reachoutandread.org
- http://www.languagelizard.com
- www.analomba.com
- www.kingkagames.com
- www.childrenslibrary.org

Quiz #2

- How many of the Diversity Committee resources did you mark as part of your existing support system?
  - 1-3
  - 4-10
  - More than 10

- Now you can write your examples into the chat line and I'll compile to share later

- OR

- You can write your questions and I'll start answering!

Because every child deserves high quality early language learning experiences...

I thank you!
Karen Nemeth
www.languagecastle.com