

Facilitator Guide

Workshop 3:
Culturally
Responsive Learning
Environments

January 11, 2024



This workshop will discuss how to create a culturally responsive early learning environment. Key topics in this workshop include Culturally Responsive Play, strategies to incorporate culturally responsive play and key reflection questions to support ECE educators in their planning to support diverse children and families in early learning settings.

INTERACTIVE ACTIVITY: ECE Educator Poll

Introduction Brainstorm: Please take a few moments to jot down some culturally responsive strategies you currently use in your ECE setting. How are the different cultures of the children and families in your care made visible?

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WHAT IS CULTURALLY RESPONSIVE PLAY?

Remember, culturally responsive play is weaving together play-based learning with cultural responsiveness. How is this reflected in your ECE setting and/or practice?

Play	Culturally Responsiveness
Supports cognitive development, social-emotional skills and self-regulation	Guides and supports cognitive development, social-emotional skills and self-regulation.
Increases development of language skills through social interactions with educators and peers. Educator-guided vocabulary supports play.	Expands language skills by providing opportunities for classroom discourse during play. Teachers integrate children’s vocabulary during play.
Initiated and facilitated by ECE educators and can be initiated by children through play.	Initiated and facilitated by educators, it positively guides play interactions with young children and their peers.
Supports academic achievement and supports learning skills through teaching relevant skills.	Encourages academic learning and supports learning through culturally relevant referents (resources).
Cultivates creativity and self-awareness, builds self-esteem	Cultivates self-identity, builds self-esteem, and empowers young children.
Supports positive attitudes about learning within play contexts; children construct meaning about the world from the play environment and begin to explore cultural differences.	Supports positive attitudes about student differences within the context of play; children construct meaning about the world around them through a culturally responsive play environment.
Children learn and play in a supportive learning environment.	Children learn to respect each other through a culturally responsive environment.

KEY TOPICS

The following topics will be covered in this webinar.

<p>What does the research say about culturally responsive early learning environments?</p> <p>Participants will learn:</p> <p>Planning considerations for play-based learning and culturally responsive learning.</p>	<p>How can we support diverse children and their families in ECE settings?</p> <p>Participants will learn:</p> <p>How to co-create shared rules and experiences related to cultural celebrations and linguistic diversity in their early learning settings.</p>	<p>Practical strategies to support diverse children in ECE</p> <p>Participants will learn</p> <p>Practical strategies to support multicultural and diverse families and children in ECE settings.</p>
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Let's take a look at some key questions:

Students' Identities and Lived Experiences:

Who are your learners? Begin by thinking about the diverse families and children in your ECE setting. Describe how you will affirm and build on a child's gifts, interests, identities and complexities while naming, addressing and removing barriers to success.



How does your ECE setting and/or practice recognize and communicate a belief in the excellence of all students?

- What do you know about your learners/families, and how will this inform how students authentically see themselves in the learning?
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- What family connections can you make? How have you welcomed and included family and community voices?

- How do your own power, privilege and social identities influence your beliefs/mindsets and interactions?

Culturally Responsive Learning Goals

How will this learning lead to outcomes of learning and cultural diversity?

Identities: How will my teaching help students learn about themselves and others?

Skills: What skills and content learning expectations will I teach? How will this lesson teach and help students develop/learn something new?

Critical Thinking (intellect): What will my students become more knowledgeable about?

Socio-Cultural Consciousness (criticality): How will my instruction engage students' thinking about power, equity, and anti-oppression in the text, in society and in the world?

Well-Being (joy): How will this learning spread and amplify well-being (e.g., joy)?



