

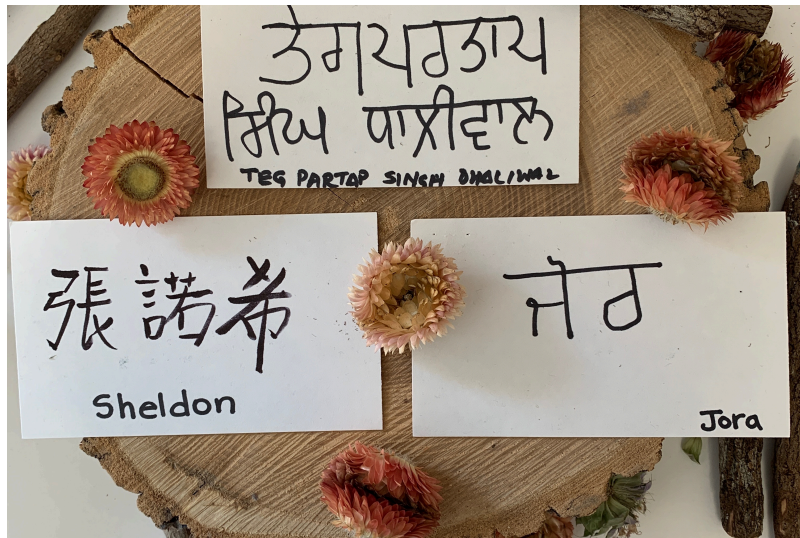
Facilitator Guide

Workshop 1:
An Introduction to
culturally responsive
pedagogy in early
childhood education

December 7, 2023

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WEBINAR ONE: CULTURALLY RESPONSIVE PEDAGOGY



WHAT IS CULTURALLY RESPONSIVE PEDAGOGY?

OPENING ACTIVITY: 5 MINUTES / GROUP BRAINSTORMING OVER WEBINAR PLATFORM

This workshop will discuss critical concepts to understand the significance of being culturally responsive. Key concepts to be addressed include superdiversity (complexities of contemporary immigration patterns experienced by young children and families), funds of knowledge and funds of identity.

INTERACTIVE ACTIVITY: ECE Educator Poll

Canada



KEY TOPICS

The following topics will be covered in this webinar.

What does the research say about diverse newcomer families in ECE?	How can we support diverse children and their families in ECE settings?	Practical strategies to support diverse children in ECE.
Participants will learn:	Participants will learn:	Participants will learn
How complex socio-economic and settlement barriers impact newcomer families participating in ECE.	What does culturally responsive early childhood education look, sound and feel like?	Practical strategies to support multicultural and diverse learning in early childhood settings.

Let's take a look at some key concepts:

Funds of Knowledge

Moll and Esteban-Guitart (2014) describe funds of knowledge as “the essential cultural practices and bodies of knowledge and information that households use to survive, to get ahead, or to thrive” (p.21).

- Funds of knowledge serve as a valuable resource for educators as they influence children's interests, offer authentic learning opportunities, and frame learning in cultural and social contexts relevant to young children and their families.
- Their consideration and inclusion in the educational experiences of young children form a platform for meaningful dialogue and the democratic inclusion of families and communities in early childhood education institutions.

Superdiversity

Super-diversity, a term coined by Vertovec (2007), highlights complexities arising from contemporary global migration patterns, such as involuntary migration due to political instability, work and study visas, non-traditional family living configurations due to economic opportunities, and in recent years, travel restrictions due to the Covid-19 pandemic. The 'new' reality of super-diversity challenges traditional understandings of diversity, migration

Key Questions:

What funds of knowledge have you observed related to the children in your ECE setting?

Are there any families that are participating in your ECE setting that are super-diverse? How do you know?

Some common misconceptions about culturally responsive pedagogy

Please take a few moments to reflect on these misconceptions and how you may have experienced them in your ECE setting. What changes can you make to your practice to support diverse families and children?

- 1. Trivialization**
- 2. Cultural Celebrations**
- 3. Home - ECE Connection**
- 4. Structural Policies and Procedures**



Esteban-Guitart, M., & Moll, L. C. (2014). Funds of identity: A new concept based on the funds of knowledge approach. *Culture & Psychology, 20*(1), 31-48.

Vertovec, S. (2007). Super-diversity and its implications. *Ethnic and racial studies, 30*(6), 1024-1054.