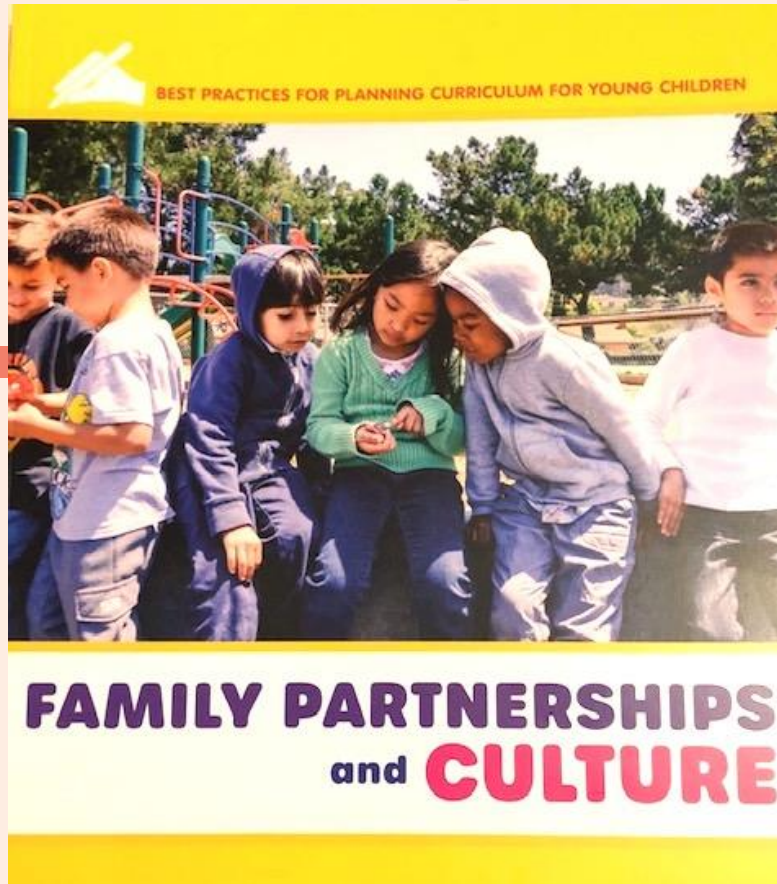


Family Partnerships and Culture



Laura Bridges-Newhouse

*California Department of Education/ Early Education
and Support Division / Quality Improvement Office*

Heidi Mendenhall and Joua Lee

WestEd, Center for Child and Family Studies

CALIFORNIA DEPARTMENT OF EDUCATION

Tom Torlakson, State Superintendent of Public Instruction



TOM TORLAKSON
State Superintendent
of Public Instruction

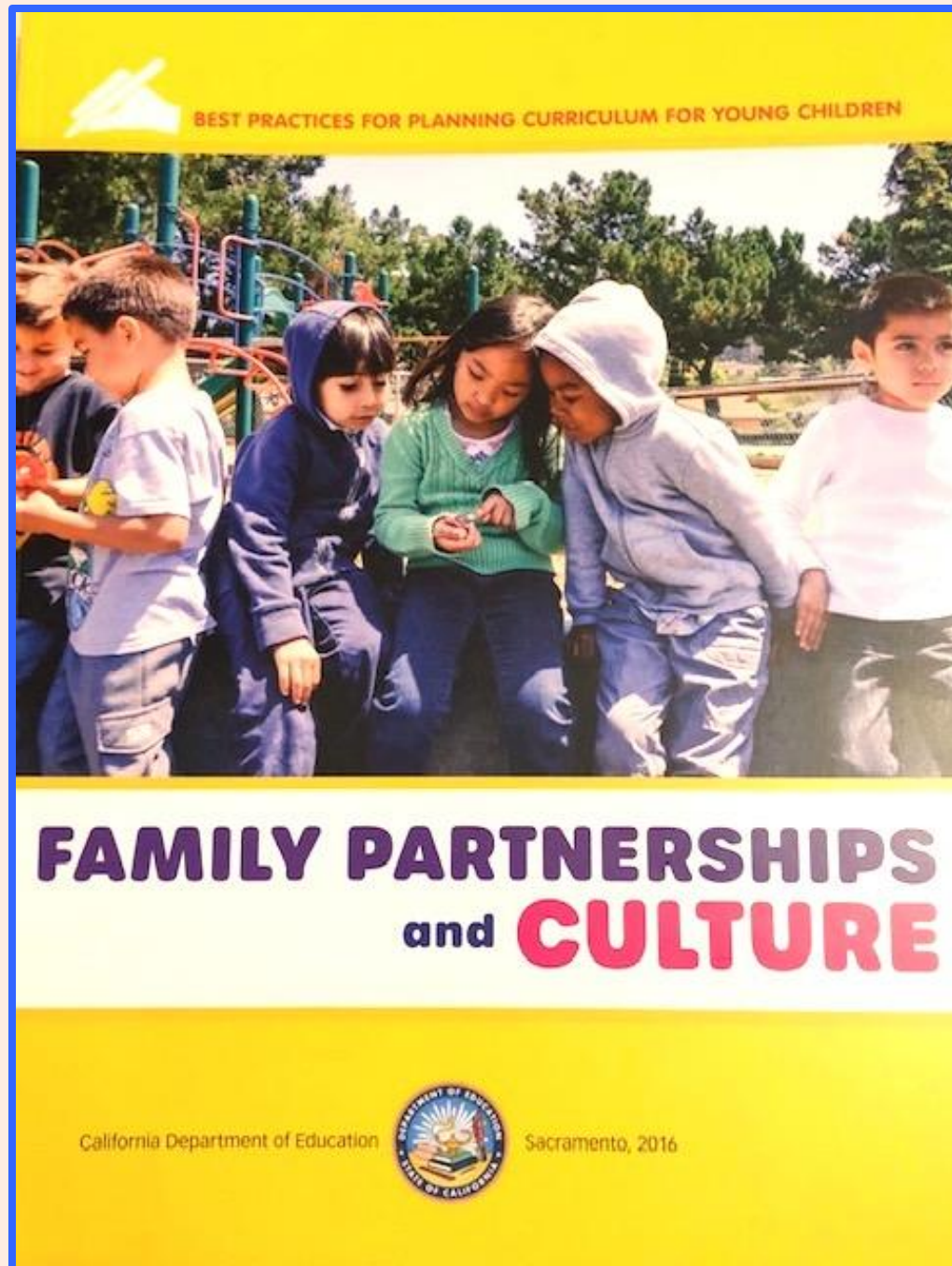
CDE/EESD's New Publication Series!



BEST PRACTICES FOR PLANNING CURRICULUM FOR YOUNG CHILDREN



TOM TORLAKSON
State Superintendent
of Public Instruction





TOM TORLAKSON
State Superintendent
of Public Instruction



This Publication:

- was written to encompass children **birth through 5**
- is the first in what will be a series of special topic documents called, “**Best Practices for Planning Curriculum for Young Children.**”
- **is aligned** to our Infant Toddler Learning and Development Foundations & Preschool Learning Foundations, and curriculum framework publications.

Also in the series: **Integrated Nature of Learning**

Coming next year: **Play-Based Learning**

California's Early Learning and Development System

**Program
Guidelines
& Resources**

**Curriculum
Framework**

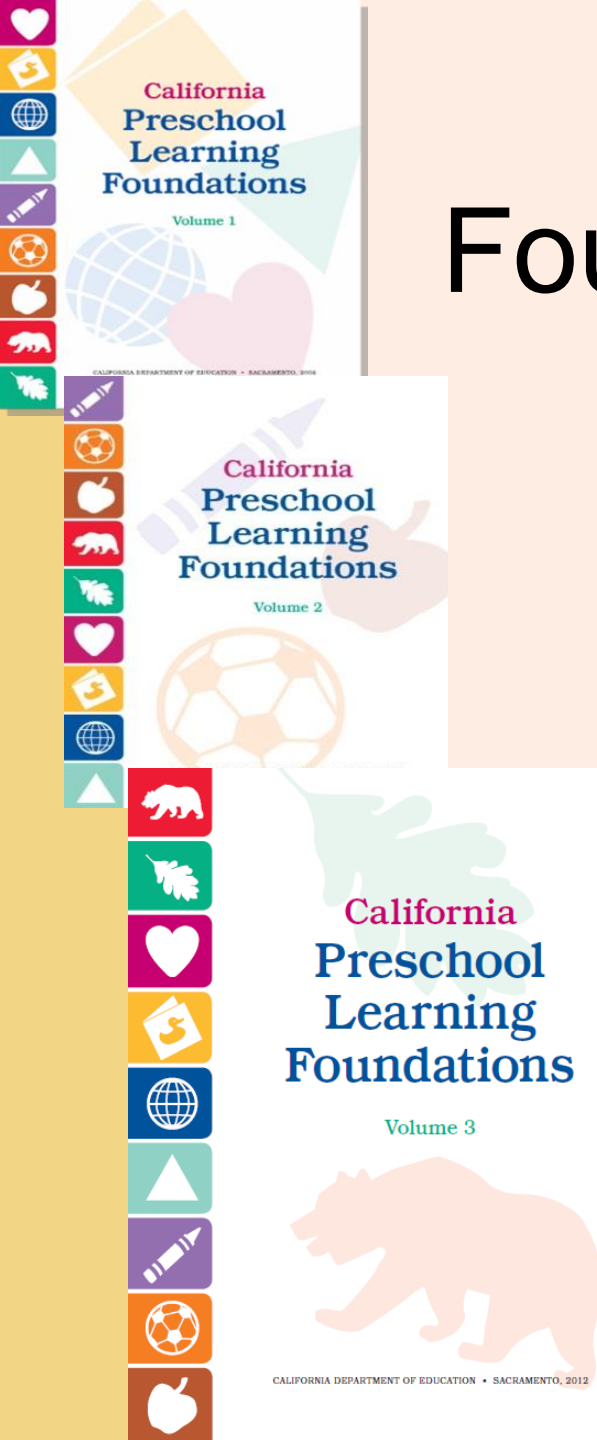
**Learning &
Development
Foundations**

**Professional
Development,
Supports, &
Competencies**

**Desired Results
Assessment
System**

Foundations at the Center

- Influence and inform each of the other elements of the system
- Provide common descriptions of what young children know and are able to do
- Guide early childhood educators and professional development





TOM TORLAKSON
State Superintendent
of Public Instruction

Reflecting on Our Own Experiences

First think about the following questions to yourself.

1. What are your discoveries about culture and family engagement?
2. What is the culture of your family of origin? How did it shape who you are?
3. What inspires you about culture and family engagement?

Second play culture candy crush.

1. Choose a Candy from the bowl.
2. Play Culture Candy Crush
3. Share your thoughts with your new culture candy crush partners.



TOM TORLAKSON
State Superintendent
of Public Instruction

Introduction: Quote pg. 3

“Understanding of family and culture does not come quickly, nor can it be gleaned from a single source. It involves dual processes: paying attention to the diversity of people around oneself and to self-reflection on one’s own culture and family experiences.”



TOM TORLAKSON
State Superintendent
of Public Instruction



BEST PRACTICES FOR PLANNING CURRICULUM FOR YOUNG CHILDREN

The Four Parts

Part I: Guiding Principles for Developing Cultural Competence

Part II: Understanding Culture

Part III: Understanding Contemporary Families and Households

Part IV: Culture, Family Life, and the Early Childhood Curricula



TOM TORLAKSON
State Superintendent
of Public Instruction



BEST PRACTICES FOR PLANNING CURRICULUM FOR YOUNG CHILDREN

Part I Developing Cultural Competence





TOM TORLAKSON
State Superintendent
of Public Instruction

Notes on Part I

- **Reflect on one's own cultural background** *family tree, cultural journal, family self-examination –box 2 (pg. 7)*
- **Learn about the children and families** *home visits, conversations, community cultural events (pg. 7)*
- **Affective Cultural Competence** *attitude of cultural respect, cultural responsiveness, cross-cultural communication (pg. 9)*
- **NAEYC Cultural Competence Project** *The National Association for the Education of Young Children (NAEYC) Pathways to Cultural Competence Project (CCP) (pg. 17)*





TOM TORLAKSON
State Superintendent
of Public Instruction



BEST PRACTICES FOR PLANNING CURRICULUM FOR YOUNG CHILDREN

Part II Understanding Culture



What is your definition of culture?



TOM TORLAKSON
State Superintendent
of Public Instruction





TOM TORLAKSON
State Superintendent
of Public Instruction

Definition

cul·ture

/ˈkəlCHər/

Noun

Culture . . . includes all facets of life, such as values, beliefs, behaviors and ideas. Though all members of a group may not share the same ideas or behavior, their cultural orientation provides a common framework for their lifestyles.

p.21 (Hanson and Zercher 2001, 414)



Dimension of Families and Culture



TOM TORLAKSON
State Superintendent
of Public Instruction

1. Find Box 1. Dimensions of Families and Culture on pg. 31-32.
2. Briefly read the descriptions of the dimensions.
3. Be ready to discuss.

- Family Structure
- Definitions of childhood
- Socialization goals
- Children-rearing practices
- Gender roles
- Identify
- Individualism
- Spirituality
- Emotional Expression
- Social Class



TOM TORLAKSON
State Superintendent
of Public Instruction

Example Conversation (18-36 months): Families and Staff Discussing Language and Literacy



Please write down any evidence of family dimensions.

<https://allaboutyoungchildren.org/english/18-months-to-36-months/>



TOM TORLAKSON
State Superintendent
of Public Instruction

Support Development of the Home Language

“Young children use language for different social and cognitive purposes and learn not just the language, but different forms of it with certain people or in certain situations”
(*Family Partnerships and Culture* [CDE], p. 48).

Can you think of an example of this quote you have experienced or observed?



TOM TORLAKSON
State Superintendent
of Public Instruction



BEST PRACTICES FOR PLANNING CURRICULUM FOR YOUNG CHILDREN

Part III

Understanding Contemporary Households





TOM TORLAKSON
State Superintendent
of Public Instruction

Part III Family Compositions

Box 3. Dimensions of Family Life Critical to Early Child Development (pg. 54-55)

- Grandparents as primary caregivers
- Families headed by gay or lesbian couples
- (In)visibility of Fathers and Men
- Older siblings caring for younger sibs





TOM TORLAKSON
State Superintendent
of Public Instruction

Part III Family Strengths

Box 3. Dimensions of Family Life Critical to Early Child Development (pg. 54-55)

- Resiliency & coping
- Use of extended kin networks
- Valuing achievement, effort, & persistence
- “In some ethnic groups, the value of effort and the importance of hard work are explicitly expressed. Children raised in these cultural traditions tend to exhibit learning styles strongly oriented toward learning and achievement.”



TOM TORLAKSON
State Superintendent
of Public Instruction

Part III Family Strains

Box 3. Dimensions of Family Life Critical to Early Child Development (pg. 54-55)

- Economic hardship, poverty & unemployment.
- Residential instability & homelessness
- Special needs or special health care needs (pg 67)
- Long-term parental absence (military)
- Immigration status
- Impact of Family Stress



TOM TORLAKSON
State Superintendent
of Public Instruction



BEST PRACTICES FOR PLANNING CURRICULUM FOR YOUNG CHILDREN

Part IV

Culture, Family Life, and Early Childhood Curricula





TOM TORLAKSON
State Superintendent
of Public Instruction

Strategies for Cultural Responsiveness in Teaching and Learning (pg. 76-78)

GOALS: “Frame child-learning objectives in ways that reflect the values and goals espoused by the children’s culture.”

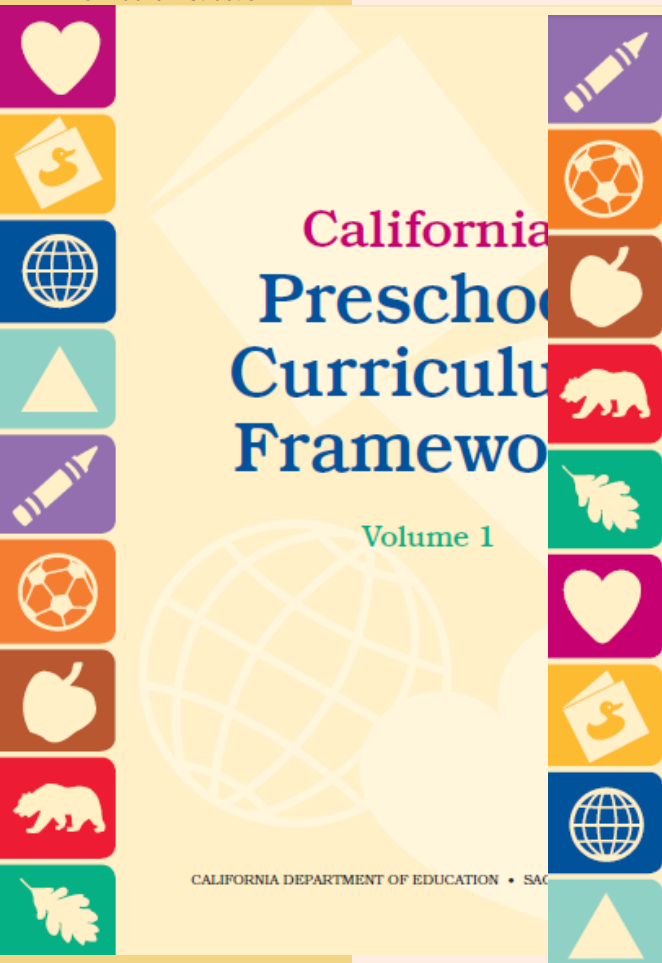




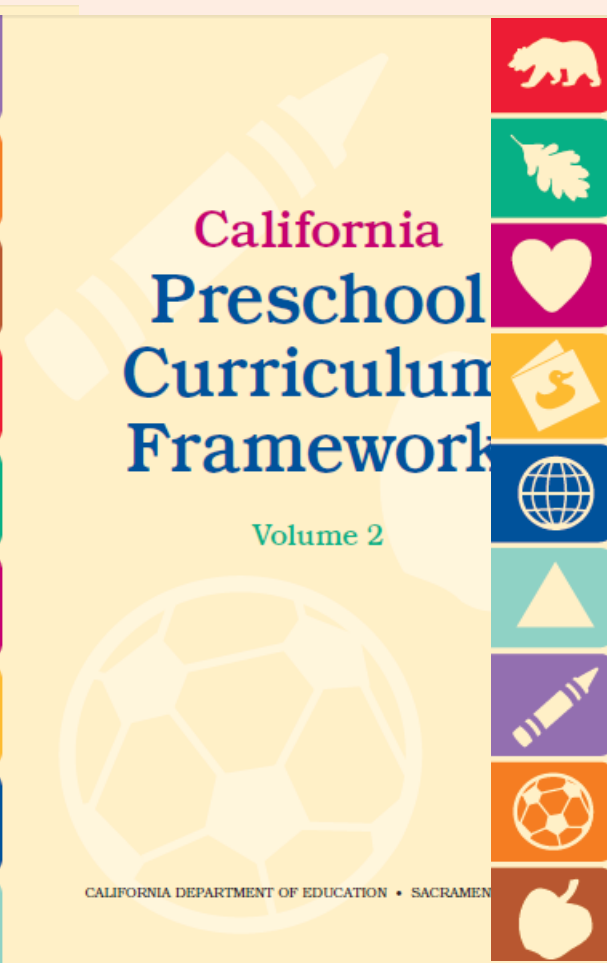
TOM TORLAKSON
State Superintendent
of Public Instruction

California Preschool Curriculum Framework

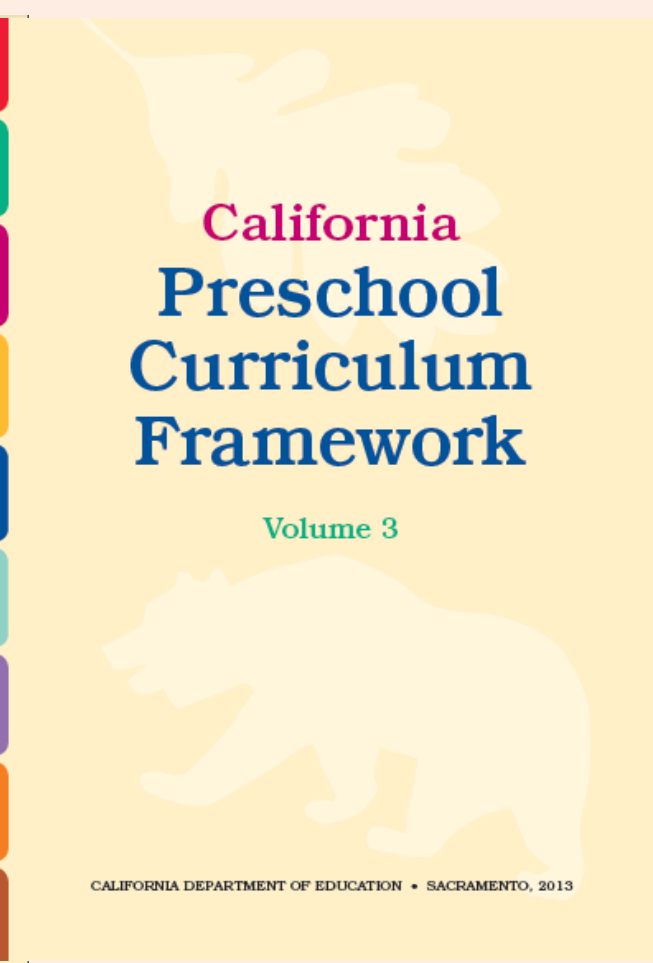
(pg. 80 - 95)



CALIFORNIA DEPARTMENT OF EDUCATION • SACRAMENTO, 2013



CALIFORNIA DEPARTMENT OF EDUCATION • SACRAMENTO, 2013



CALIFORNIA DEPARTMENT OF EDUCATION • SACRAMENTO, 2013



TOM TORLAKSON
State Superintendent
of Public Instruction

Cultural and Family Experiences for Teaching & Learning

- “As children develop relationships in the program, they form a sense of belonging and become aware of their teacher’s interest in them.” (pg. 78)





TOM TORLAKSON
State Superintendent
of Public Instruction



“Mistakes will certainly be made and are part of the learning process. Although cultural responsiveness may be challenging, it can ultimately be a source of deep joy and meaningful relationships.”

(Family Partnerships and Culture [CDE], p. 98).



TOM TORLAKSON
State Superintendent
of Public Instruction



Final Reflections

- What are the highlights for you today?
- How will you use this publication?
- What was your favorite thing today that will stay with you?





TOM TORLAKSON
State Superintendent
of Public Instruction



BEST PRACTICES FOR PLANNING CURRICULUM FOR YOUNG CHILDREN

Thank you!

