

DIGGING DEEPER

INTENTIONAL INTERACTIONS IN TEACHING



Being Responsive to Children and Families

Using Resources to Deepen Your Understanding

DIGGING IN



Resource: California Early Childhood Educator Competencies CompSAT: Family and Community Engagement: [Taking Culture Off the Shelf](http://ececompsat.org/competencies/fce/fce.html)

(Follow the link below to access this resource.)

<http://ececompsat.org/competencies/fce/fce.html>

ACTIVITY

In the Video Play List, click to watch the video, [Taking Culture Off the Shelf](#), to find out how one teacher brings children's culture alive in the classroom. As you watch, notice the family's role in sharing the cultural object, the teacher's role in bringing the cultural object into the learning environment, and how the children engage with the cultural object.

GUIDING QUESTIONS

- What did the teacher do when she noticed that children were not looking at the culture share shelf anymore? What are some of the ways the teacher tried to engage the children and families in the culture share shelf?
- How did the children engage with the cultural materials of the teapot and teacups in the classroom?
- Why do you think it is important that the cultural experience of morning teatime became part of the everyday classroom routine? How did the children from England and Australia respond to these culturally responsive materials and routines?
- What did the teacher document from this cultural learning experience?

KEY CONSIDERATION

- How can you engage children and families in discussions and practices that are relevant to their cultural backgrounds?
- Thinking about what you've learned in this video, what is one way you can increase your capacity to provide culturally responsive care?

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Resource: National Association for the Education of Young Children
(Follow the link below to access this resource.)

<http://www.naeyc.org/familyengagement/programs/crt-locust-street>

ACTIVITY

Read the description of an exemplary program, [Program Profile: Community Renewal Team's Locust Street Early Care and Education Program in Hartford, Connecticut](#). As you read, highlight specific examples of the key ideas from this bundle, such as engaging families to support children's learning and culturally responsive practices.

GUIDING QUESTIONS

- How does this program provide responsive care to children from diverse family, cultural, and linguistic backgrounds?
- How does this program engage families as co-decision-makers?
- How might events such as "Social-Emotional Day" or "Science Day" engage families as co-teachers to support children's development and learning?
- What are some examples of how this program provides additional support and connects families to community resources?

KEY CONSIDERATIONS

- How can you empower families to become active participants in their children's early education?