

# Cultural Responsiveness



Preventing Bias In Our Schools and Communities

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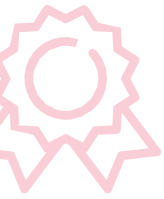
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1

**ALL** Students Proficient and Showing Growth in All Assessed Areas



2

**EVERY** Student Graduates from High School and is Ready for College and Career



3

**EVERY** Child Has Access to a High-Quality Early Childhood Program

**EVERY** School Has Effective Teachers and Leaders

4



**EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



**EVERY** School and District is Rated “C” or Higher

6



## VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



## MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

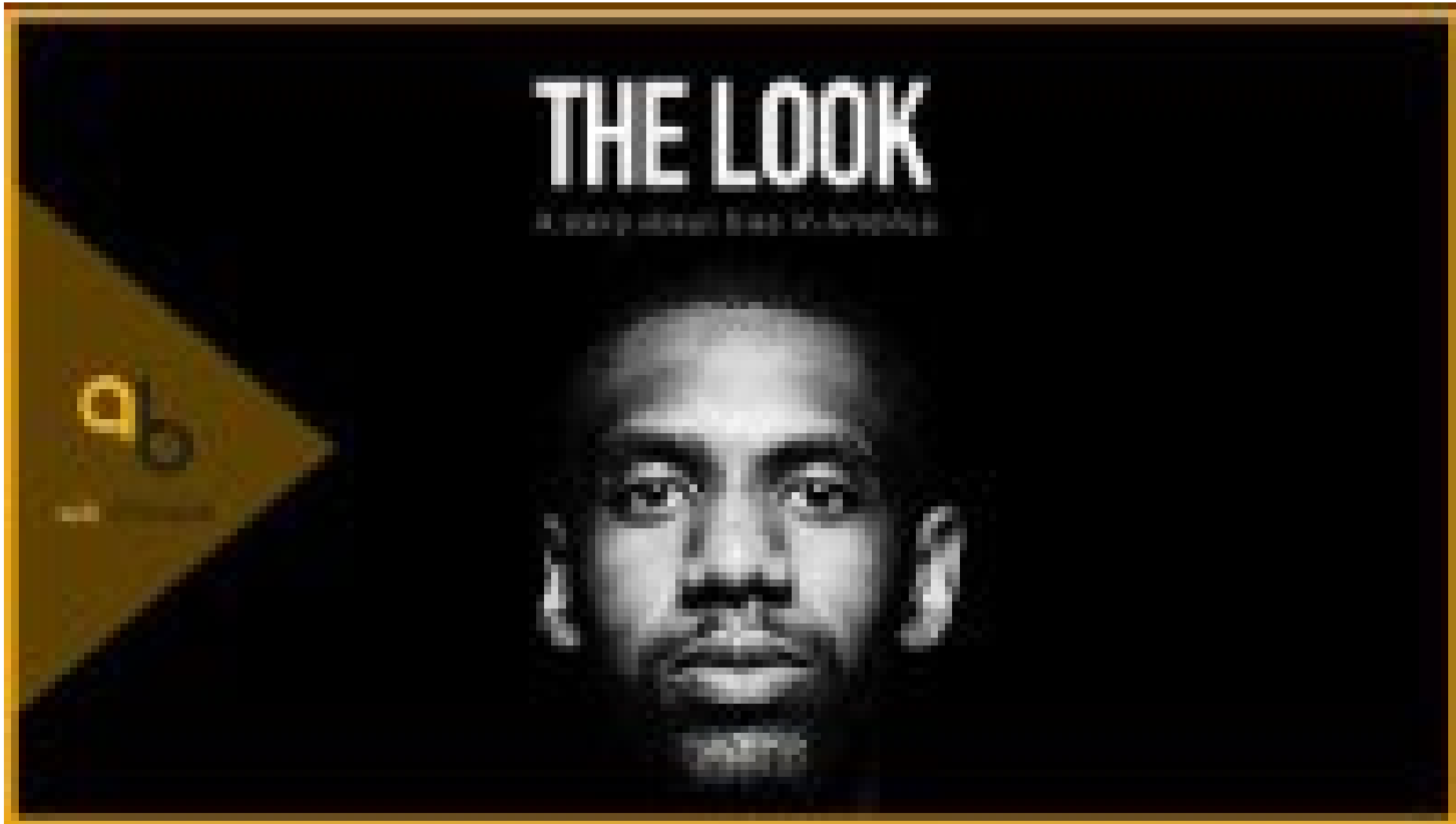
To define cultural responsiveness

To encourage true reflection for yourself, your students/staff, and their families

To learn strategies that promote inclusiveness

To gain a greater appreciation for the perspectives of others

- **Cultural responsiveness** is a strengths-based approach to teaching and caregiving rooted in respect and appreciation for the role of culture in children's learning and development.
- **Culturally responsive education** is an approach to schooling that promotes student engagement, learning, and achievement by centering their knowledge, cultural backgrounds, and everyday experiences in the classroom.





**Let's think about it... SELF REFLECTION**







- Where do you live? Do you not like someone because of where he/she lives?
- What holidays are celebrated in your home, classroom or where you work?
- In your opinion, have you ever discriminated against any of your students or other children? (In thought, or verbally)
- In your opinion, have any parents or families discriminated against you? (In thought, or verbally)
- Is your curriculum culturally respectful?

**Without using names, take a minute to write down your thoughts and experiences.**





**Think about it...SELF REFLECT ON OUR CHILDREN**



- When do children recognize their own image, physical features, gender, physical ability or disability?
- When do children recognize the image, physical features, gender, physical ability or disability of other people?
- When do children begin to comment on their own image, call people names, avoid certain people, reject other children from their play, or use fairness in their interactions with others?

**Without using names, take a minute to write down your thoughts and experiences.**

- Children learn by exploring and are naturally curious
- Children base their ideas on appearance
- Children overgeneralize
- Children base their ideas on their own experience
- Children are magical thinkers

- Validates children's/people's identity
- Balances the cultural identity in the home, classroom, or workspace
- Develops the child's and adult's cultural intelligence
- Provides all children with authentic and appropriate social contexts in which to develop their full potential



**To be a culturally responsive person you must...**





- Know your student/family/staff demographics
- Identify what your triggers are by sorting through your cultural beliefs
- Practice self-management by thinking about how you can respond differently
- Set high expectations for all and deliver equal attention and praise



- Learn the school/work vision, mission or creed, and a few words in the native language of your students or your staff
- Allow student/staff to share their views and opinions about how the classroom/work community is developed
- Pronounce the child's/person's name correctly
- Widen your interpretation of behaviors to include cultural displays of learning and social interactions
- Walls, student products, and resources should reflect all students/people in the home, classroom, or workspace in meaningful ways

- Make people/parents feel welcomed by providing materials in their native language
- Take the time to become aware of and understand cultural differences
- Have conversations with families to let them share their perspectives and concerns

- Demystify skin color
- Differentiate problem behavior from a culturally different pattern of behavior
- Significant holidays

**Each person is equally human, but individually unique!**



1. How can I better understand the daily realities of the children/people I serve?
2. How can I build on the assets that children/people already possess?
3. How can I honor, validate, and enhance children's/people's identities?
4. Are the choices/decisions I am making good for everyone?
5. Am I letting my feelings interfere with best practices?

## True or False

Teaching culturally responsiveness is a trend?

# False

Teaching others to be culturally responsive is an education reform movement that's been around for almost fifty years.



## True or False

Being culturally responsive, and culturally responsive teaching is an intentional, sustained effort.

# True

It is not a one-time event such as a cultural fair or one thematic curriculum unit.

## True or False

Cultural responsiveness is political correctness and the way of solving all society's problems.

# False

Cultural responsiveness is a moral conviction to help all students/people reach their potential, achieve fairness and equity in an any setting.

## True or False

Cultural responsiveness is something teachers and administrators can learn in one workshop.

# False

Cultural responsiveness is a lifelong journey that begins with knowing yourself as a cultural being.

- Must give students/people opportunities to shine in both academic, non-academic, and work-related settings
- Must work together in beneficial ways to ensure students/people are successful
- Must ensure everyone is treated fairly, respectfully, and with understanding



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- Kauerz, K., Ballard, R., Soli, M., Hagerman, S. (2021). Leading learning communities: A principal's guide to early learning and the early grades (Pre-K-3<sup>rd</sup> Grade).
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