



## Montana Early Childhood Project



MARCH 2011

# NAEYC PATHWAYS TO CULTURAL COMPETENCE PROJECT

### Multicultural Principles

Below is a list of multicultural principles adapted from a Head Start publication that is relevant to all early childhood programs and practitioners.

1. Every individual is rooted in culture.
2. The cultural groups represented in the communities and families of each program are the primary sources for culturally relevant programming.
3. Culturally relevant and diverse programming requires learning accurate information about the culture of different groups and discarding stereotyping.
4. Addressing culture relevance in making curriculum choices is a necessary, developmentally appropriate practice.
5. Every individual has the right to maintain his or her own identity while acquiring skills required to function in our diverse society.
6. Effective programs for children with limited English speaking ability require continued development of the primary language while the acquisition of English is facilitated.
7. Culturally relevant programming requires staff who both reflect & are responsive to the community and families served.
8. Multicultural programming for children enables them to develop an awareness of respect for and appreciation of individual differences.
9. Culturally relevant and diverse programming examines and challenges institutional and personal biases.
10. Culturally relevant and diverse programming and practices are incorporated in all components and services.

\*U.S. Department of Health and Human Services, Office of Head Start. Revisiting & Updating Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five. Washington, D. C.: [http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC\\_Bookstore](http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore)

### March Resources

★ Take another look at principle #1 to the left. The activity on the next page may help you and your staff to reflect more deeply on this principle.

The Office of Public Instruction ★ **Indian Education for All** has added early childhood resources to their website. **IEFA Early Childhood**—Promoting culturally responsive instruction by providing the resources educators need to integrate Indian Education for All in Early Childhood programming: <http://opi.mt.gov/Programs/IndianEd/Early-Childhood.html>. Contact Teresa Veltkamp: [tvelt-kamp@mt.gov](mailto:tvelt-kamp@mt.gov) if you have questions or about the possibilities of a presentation on IEFA Early Childhood in your community or program. Ms. Veltkamp and Libby Hancock have suggested that every early childhood program have a copy of **Lessons from Turtle Island** by G. Jones & S. Moomaw. As a thank you, the Early Childhood Project is ordering a copy for each program participating in NAEYC's Pathways to Cultural Competence Project.

Going slowly the turtle has time to learn from each new thing he sees.



**ACTIVITY: FAMILY PRACTICES AND ATTITUDES (THEN AND NOW)**

In the spaces provided below or on another sheet of paper, comment on the practices and attitudes in the household in which you grew up compared with your current household. If you feel comfortable, share some of your comments.

**1. The person who is the authority figure:**

- Then:
- Now:

**2. Behavior towards elders:**

- Then:
- Now:

**3. Children's right to be heard:**

- Then:
- Now:

**4. Talking openly about feelings:**

- Then:
- Now:

**5. Disagreements and confrontations:**

- Then:
- Now:

**6. How affection is expressed:**

- Then:
- Now:

**7. How anger is expressed:**

- Then:
- Now:

**8. Differences in treatment of boys and girls**

- Then:
- Now:

**9. How children are disciplined**

- Then:
- Now:

**10. Value of Education:**

- Then:
- Now:

**11. Eating habits:**

- Then:
- Now:

**12. Feelings and attitudes about people from other cultures, races, ethnic groups:**

- Then:
- Now:

**13. Feelings and attitudes about people with special needs:**

- Then:
- Now:

**In What areas have the greatest changes taken place?**

*(Adapted from the Cultural Competence & Health, A Curriculum for Child Care Health Advocates)*