

**PARTICIPANT GUIDE**

***Creating a Positive Multicultural Environment for All Children***

Objectives

This course was developed to address the following learning objectives. You can reasonably expect that, by the end of the session, actively engaged participants will be able to:

- Describe how families teach resiliency to their children.
- Make the link between what families do at home to promote children’s development and the Minnesota Early Learning Standards.
- Complete a self-assessment that prepares them to plan a positive program for the children they care for and teach.
- Make a plan for their own program.

**Let’s Practice**

The Cross-Cultural Competence Checklist on page 2-3 can be used by childcare center staff and directors, as well as family childcare providers. Let them know it is a tool to reflect on their current practices.

Take 6-8 minutes to respond to each item based on your own knowledge and experience. Then pair with a colleague and share your findings.

All of us are “on the road”. The most important indicators of positive change are interest and commitment.

**Goal Setting**

- Review the actions you have taken since you began this training, four weeks ago.
- Identify the actions that relate to the Cross-Cultural Competence Checklist they used today.
- Write one goal and expected outcomes for the next three months.
- Write one goal and expected outcomes for the next six months.

**My Goal for the next 3 months:**

**My goal for the next 6 months:**

## Cross-Cultural Competence Checklist

This checklist is intended as an overview of early childhood and family education practices that respect and promote cultural and linguistic diversity in the program. It is a tool for self-assessment and discussion, not an evaluation instrument. All the items are important for cultural competence. Check the appropriate box on a scale of 1 (lowest) to 3 (highest).

In our program,	1 No	2 Kind of	3 Yes
<b>Environment and Materials</b>			
The environment and materials reflect the cultural diversity of the children, families and staff : photographs, illustrations, toys, posters, books, props			
Field trips are taken to places where children can learn more about their culture and that of others			
Families regularly come to share their stories and traditions			
Meals include some foods familiar to children			
Books are in English and the languages of the children and families			
Books have stories and information relevant to the children’s everyday lives			
Music reflects the cultural diversity of families and educators			
<b>Communication with Children and Family Members</b>			
Educators communicate with families about children’s development using the Minnesota Early Indicators of Progress (ECIPS) as a guide.			
Communication assistance is provided for parents who need it (e.g., language interpreter, simpler English, extra time to communicate)			
Written communication is adapted to families’ literacy levels and is supplemented with oral communication (e.g., flyer and phone or in person)			
Educators learn and use greetings and comfort words in the children’s home languages			
Educators do not use children’s home language for discipline			
Visual props and gestures are used to augment the message for children and increase comprehension			
Educators know that not speaking English well is not a limitation of mental ability			

All families are invited to participate			
<b>Values and Attitudes</b>			
Educators learn from families the ways they use to help their children succeed			
Educators are sensitive to families' needs and requests			
Educators reinforce core values shared by a cross section of families in program			
Educators understand how families teach resiliency (spiritual values, emotional intelligence, self-mastery)			
Educators teach children the skills they need to be ready for school and explain these to families			
Educators encourage families to learn about contemporary American culture			
Educators understand that families reactions and approaches (e.g., to health, discipline, disability, diet, self-help) may be culturally-based			
Educators allow parents to make choices about the needs of their children			
Cultural bias or prejudice is overtly stopped			
Educators discuss own biases regularly and problem solve best ways to educate and support families			

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