

Reflective Questions

Does the artwork on the walls accurately reflect the children's lives or are the walls covered with store-bought, stereotypical images?

Are the families used as a resource for understanding and incorporating the child's culture into the classroom?

Do you create culturally responsive activities and what does that look like in your classroom?

How do your cultural values/cultural background impact how you reflect diversity in your classroom?

How might you use children's books, puppets, or other tools and props to engage children in discussions on fairness and kindness?

Resources:

- Barbara Kaiser and Judy Sklar Rasminsky (Teaching Young Children, Vol. 13, No. 2, Dec. 2019/Jan. 2020), Valuing Diversity: Developing a Deeper Understanding of All Young Children's Behavior. <https://www.naeyc.org/resources/pubs/tyc/dec2019/valuing-diversity-developing-understanding-behavior>
- Petit Early Learning Journey Celebrating Cultural Diversity in Child Care. August 13, 2019. <https://www.petitjourney.com.au/cultural-diversity-in-childcare/>

NC Foundations for Early Learning and Development

Guiding Principles

- Development and learning occurs across the full continuum. (GP #1)
- Each child is unique. (GP #2)
- Many factors influence a child's development. (GP #5)
- Each child develops within a culture. (GP #6)
- All children can learn and make progress. (GP #9)



NC Professional Teaching Standards

- **Standard 2, Element A:** Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- **Standard 2, Element B:** Teachers embrace diversity in the community and the world.
- **Standard 2, Element C:** Teachers treat children as individuals.
- **Standard 2, Element D:** Teachers adapt their teaching for the benefit of children with special needs.
- **Standard 2, Element E:** Teachers work collaboratively with the families and significant adults in the lives of their young children.
- **Standard 3, Element C:** Teachers recognize the interconnectedness of content areas/disciplines.