



HEAD START

Regional T/TA Network

Connecting Unique Cultural Learning Experiences with The Head Start Early Learning Outcomes Framework



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GROUND RULES

1. Take care of your needs as you have them, quietly.
2. Demonstrate respect for all, including yourself!
3. Allow others to finish their statements.
4. Be flexible; suspend certainty.
5. Turn off or mute cell phones and pagers; ***STAY PRESENT!***
6. “ Vegas Rule” (maintain confidentiality)
7. Feel free to go out on a limb; be vulnerable/courageous
8. Expand what you know to benefit children & families!
9. Enjoy yourself!



WHY ARE WE HERE?

Head Start Early Learning Outcomes Framework

Guiding Principles:

Every child has diverse strengths rooted in their family's culture, background, language, and beliefs. Responsive and respectful learning environments welcome children from diverse cultural and linguistic backgrounds. Effective teaching practices and learning experiences build on unique backgrounds and prior experience of each child.

Head Start Early Learning Outcomes Framework: Ages Birth to Five p. 3



OBJECTIVES

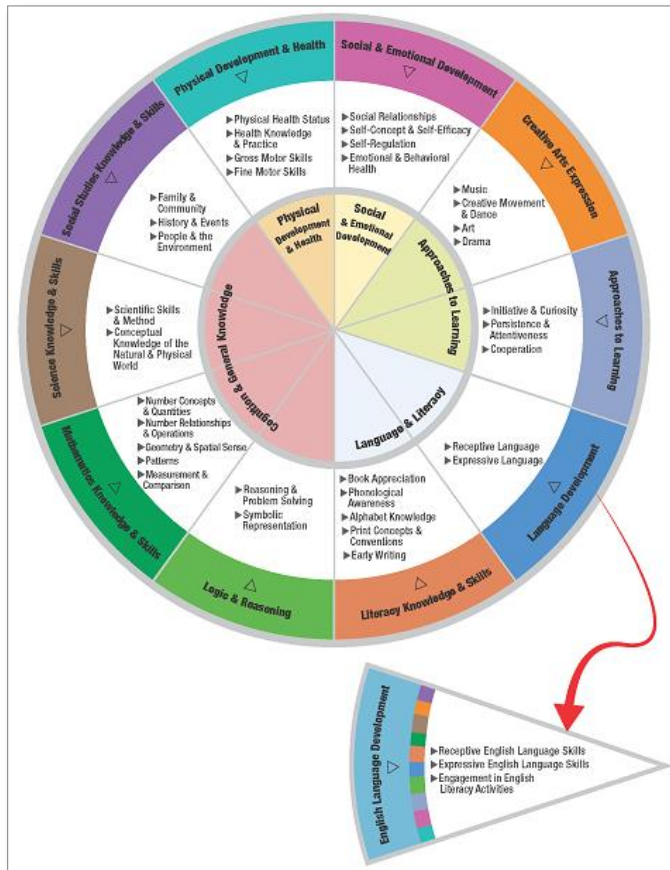
Understand how to connect unique cultural learning experiences with the Head Start Early Learning Outcomes Framework by:

1. Creating cultural experiences for the HSELOF learning domains
2. Developing activities and strategies for teaching cultural skills at home and at HS/EHS.





HEAD START EARLY LEARNING OUTCOMES FRAMEWORK



		CENTRAL DOMAINS				
		APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development	
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development	
			Literacy	Scientific Reasoning		



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LANGUAGE AND CULTURE MATTER!

“There are many paths to the top of the mountain.”

– Proverb





LANGUAGE AND CULTURE MATTER!



*“The language is your world view. The way you
the world (when speaking in my native language)
is so different from thinking in English. Every single
sound of the language has
a meaning to it, and unless you can understand those
meanings, it is really hard to put that
world view together.”*

— Jonathan Ross, Alaska Native Heritage Center





LANGUAGE AND CULTURE MATTER!

“Without language, the canoe, paddle, water, seat, the birds you hear are different than what our ancestors experienced. If you know the language, then you know what our ancestors heard, saw, felt, and experienced.”

— Zalmay “Zeke” Zahir, University of Oregon



Every 2 weeks a language dies somewhere on this earth. When that happens, there is something that can never be said again.”

—NPR



SCHOOL READINESS GOALS & THE HSELOF

“School readiness goals” means the expectations of children’s status and progress across the HSELOF domains:

- Approaches to Learning
- Social and Emotional Development
- Language and Literacy
- Cognition
- Perceptual, Motor and Physical Development

Federal Register/Vol. 76 No. 217 November 9, 2011—DRS Final Rule - Definition

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MAKING THE CONNECTION

Connecting your traditional cultural skills, values, beliefs and lifeways with:

- Curriculum
- HSELOF

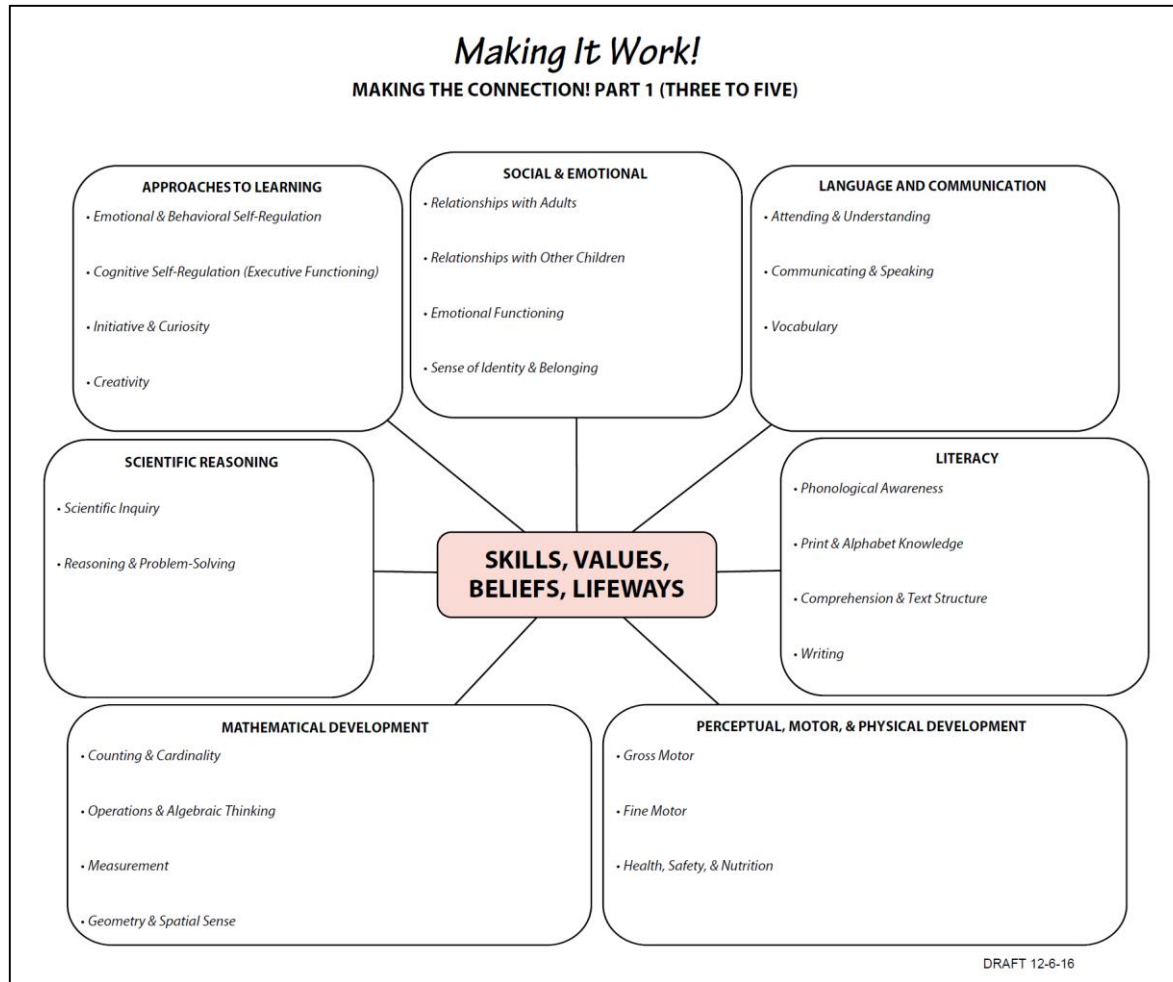
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MAKING THE CONNECTION

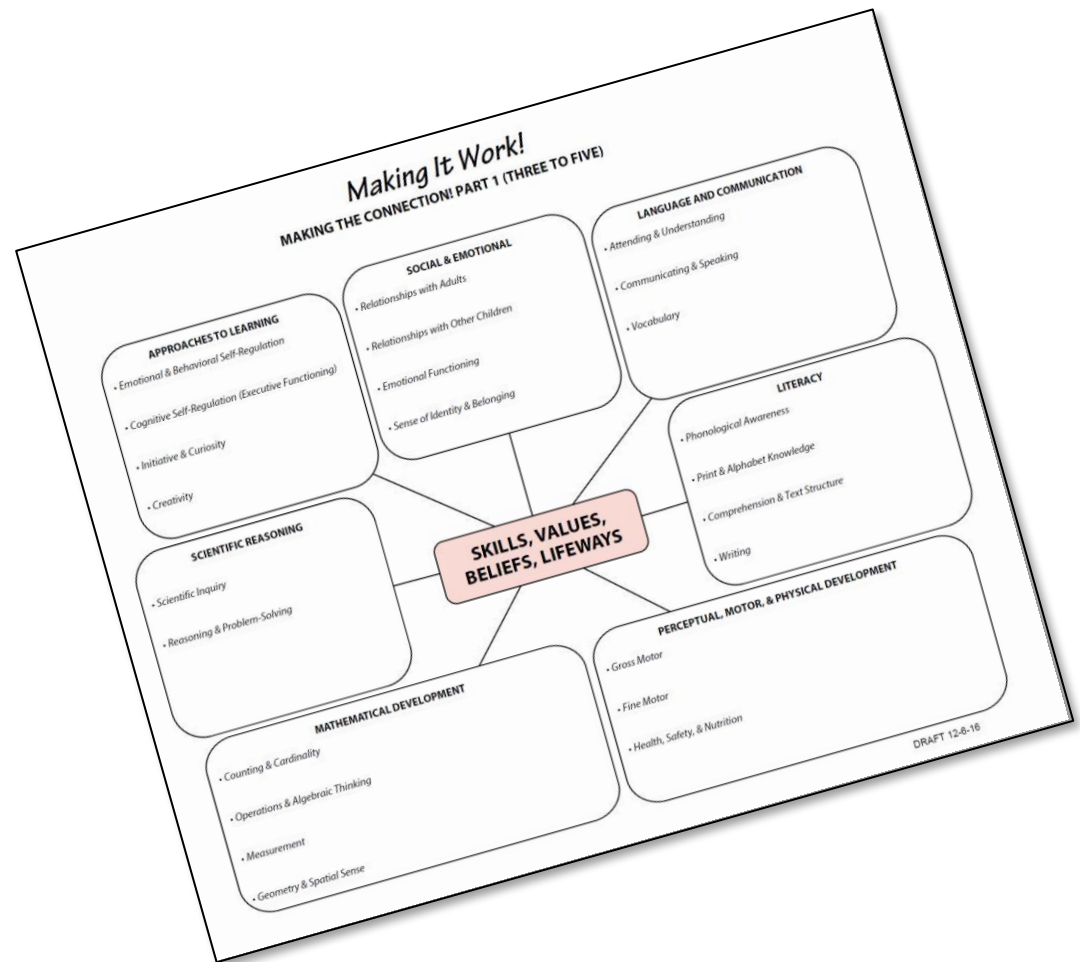




MAKING THE CONNECTION

Let's do it together!

1. Select one traditional cultural skill, value, belief, or lifeway
2. Brainstorm learning experiences related to the HSELOF domains





CULTURALLY RESPONSIVE PARENT, FAMILY & COMMUNITY ENGAGEMENT





Culturally Responsive Parent Family and Community Engagement

Cora's Story

MAKING IT WORK: CULTURALLY RESPONSIVE PARENT, FAMILY AND COMMUNITY ENGAGEMENT

When Cora came home from Head Start class one day, her Auntie was visiting. She was so excited to see her. Auntie was helping Cora's mom prepare a snack and she invited Cora to join them. As they were cleaning the blueberries that Auntie just picked and brought to share, Auntie began to tell Cora all about berry picking and the significance it has for their people. After she was finished, they moved to the table, and they started to eat the blueberries. Auntie asked Cora to tell her the story about her day at Head Start. She encouraged Cora by nodding her head, smiling, and allowing for extended periods of silence. Cora didn't share much about her day, but Auntie knew Cora was learning about storytelling, so she did not pressure her.

That night, everyone was sitting around in the living room and the adults started to tell their stories of picking blueberries. Auntie share what an elder had taught her about storytelling and how important it is to share their culture with one another. Cora and her brother listened, and soon Cora started to tell about the last time she picked blueberries. Cora's mom asked questions to help Cora add details to her story.

Auntie was visiting for a week, so each day she would have Cora help prepare a snack and would share a story with her. In the evenings, the family would gather together. The adults would share stories and highlight specific details, sequences of events, and how what they were doing was part of their cultures.

Each Day, Auntie would ask Cora about her day in Head Start. By modeling storytelling and then asking Cora to share about her day, Auntie knew she was developing the skill of storytelling. Toward the last part of her visit, Auntie encouraged Cora to share the story of picking blueberries during Circle Time. She offered to come to the school to assist, and Cora's mom made arrangements with the teacher. Cora was so excited to have Auntie visit her class. Cora learned from her Auntie about the importance of sharing stories about their lives and how important details were in their stories. Cora could hardly wait for the weekend. She would be going blueberry picking with Brother and Mom and she would soon have more stories to share.

Because storytelling is part of family and community life, Cora's auntie shares meaningful stories about blueberries, and she engages Cora in the process. As she tells stories, auntie imparts information about how to live and what is valuable. She also encourages Cora to tell her own stories and to learn by participating in a cultural tradition that is integral to the community. Auntie knows that, as Cora engages in storytelling, her **confidence**, knowledge, and skills will grow. Telling stories will also support her in all aspects of learning, including school readiness.

As ancestors have done over the ages, when adults engage in children's learning, they help to enhance children's self-esteem, encourage children's school success, and support children to grow and thrive, becoming contributing members of their communities. When parents and family members feel involved in their children's learning, children develop positive attitudes toward school and gain a better understanding of the school process – all of which serves to help children learn.

Culturally Responsive Parent, Family, and Community Engagement examines three areas:

1. Parent, family, and community engagement that supports school readiness & closes the achievement gap
2. Strategies for working with children and families that support school readiness and close the achievement gap
3. Research that shows why family and community engagement is crucial to all aspects of young children's development

Head Start was created so that children and families living in poverty can achieve their optimal potential. Since Head Start's founding, research has shown that children are most susceptible to the impact of poverty during the early childhood years, and identified specific approaches for staff to use to support children living in poverty to close the achievement gap.



DEFINITIONS

SKILL

What the child is learning



ACTIVITY

What the child does to practice and develop the skill





ACTIVITY

Making It Happen

Write traditional cultural skill, value, belief, or lifeway here.

APPROACHES TO LEARNING - BIRTH TO FIVE

Emotional and Behavioral Self-Regulation:

Cognitive Self-Regulation (Executive Functioning):

Initiative & Curiosity:

Creativity:

ACTIVITIES AND STRATEGIES TO TEACH THIS SKILL

ACTIVITIES AND STRATEGIES FOR PARENT AND COMMUNITY ENGAGEMENT

FAMILIES:

ELDERS AND/OR COMMUNITY MEMBERS

HOW WE KNOW THE CHILD IS LEARNING

DOCUMENTATION: Anecdotal record Checklist Picture
 Child's/group's work Other _____

ASSESSMENT TOOL INDICATORS:

PARENTS, FAMILY MEMBERS, ELDERS AND/OR COMMUNITY MEMBERS WILL:

___ Share knowledge/skill/stories ___ Extend learning at home
 ___ Assist with a specific activity ___ Provide materials
 ___ Assist in the classroom ___ Other _____
 ___ Help select cultural activities for the year



PLANNING TIME

Pause and Reflect (*Immediate reflection is important*)

- Shout out what you plan to do to implement more cultural practices into your daily work with children.



- Develop an Action Plan



OBJECTIVES

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If we don't teach our children about our culture and traditions that we feel are being stolen from us daily, then at present we are just as guilty of the offense.”

Robert High Eagle
Lakota





REFERENCES

- ECLKC: Making It Work!
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/making-it-work>

Making It Work!



Office of Head Start National Center on Cultural and Linguistic Responsiveness

- ECLKC: HSELOF
<https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof>



Pidamayayapi
I am grateful to all of you.

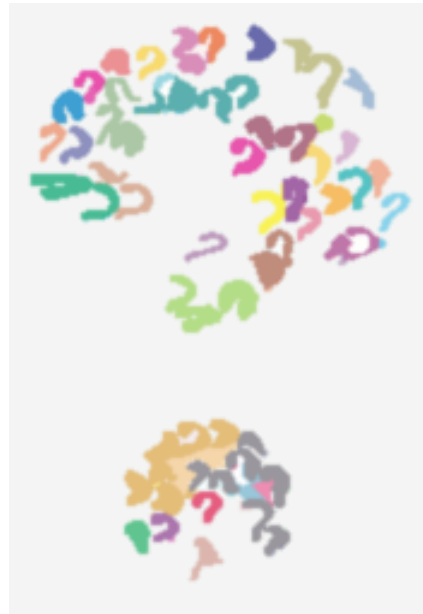


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THANK YOU!

We hope this supports your
cultural and native language preservation efforts!



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