CHAPTER 4: Providing Cross-Cultural, Nonsexist Education

*The Whole Child: Developmental Education for the Early Years*
Tenth Edition
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The Need for Teachers to Develop Cultural Competence

• Teachers Must be Prepared to Accommodate a “Melting Pot” of Cultures in Their Classrooms

• Babies Born to Minority Parents are now the Majority of Births in the United States

• Number of Immigrants Living in the United States has Risen to 13%--Highest Level Since the 1920s

• Those who are Starting Teaching Careers After 2010 Will Find Even Greater Diversity in Their Classrooms
Teachers’ Attitudes

Lower Expectations for Minority Students

• Children from low income & diverse linguistic, cultural, and ethnic backgrounds have a higher risk of academic failure.

• Teachers have lower expectations for African American students.

• Both white and black teachers perceive white students more positively than they do minority students.
Teachers’ Attitudes

Prejudice Toward Muslims

• Islam is the 2nd largest & most rapidly growing religion in the world.

• Muslims represent diverse cultures and political systems in the world.

• 2 out of 218 teachers believed that the basic beliefs of Islam might be different from those espoused by Islamic extremists.
Teachers’ Attitudes

Differences in Behavior Toward Boys or Girls

- Boys receive more attention (positive & negative) even when they were fewer of them.
- Teachers commented more on girls' dress, hairstyles, helping behavior
- Boys received more comments on their size and physical skills
- “Oh your hair looks pretty today.”

Can Such Attitudes Be Changed?

What do you think?

How?
Suggestions for Controlling and Overcoming Expressions of Prejudice

1. Honestly Confront Your Own Prejudices
   • Everyone has negative opinions and prejudices about someone.
   • We have to admit to ourselves that prejudice exists.
   • “Feel what you wish, but control what you do about those feelings.”

2. Monitor and Bias-Proof Your Teaching
   • Look over page 93
Suggestions for Controlling and Overcoming Expressions of Prejudice

3. Broaden Your Frame of Understanding and Acceptance

• “Everyone thinks of changing the world, but no one thinks of changing himself.” Lev Tolstoy

Find Out What People Are Really Like

• Example: A teacher who knows that owls are regarded as birds of ill omen and death by the Navajo will not include them in Halloween.
Is Early Childhood Too Soon to Begin Cross-Cultural, Nonsexist Education?

• Children as Young as 3 Notice Skin Color

• Awareness of Ethnic Differences Precedes Prejudice

• At Ages 2 and 3 Years Children Increasingly Aware of Physical Differences

• Between the Ages of 3 and 5 Years Most Children Have Acquired Sense of Ethnic Identity and Possibly Negative Attitudes Towards Those Who Are Different
What Do Cross-Cultural and Nonsexist Education Have in Common?

• Principle 1: We Want Children to Value Their Unique Identities in Relation to Both Their Ethnic Background and Gender Role

• Principle 2: We Want Children to Learn that People of All Races and Both Sexes Have Many Commonalities
Principles of Cross-Cultural Education

• Recognize and Honor Cultural and Ethnic Differences

   Encourage Cultural Pluralism

   a. tech that everyone has many unique & precious differences to be shared and appreciated

   b. teaching that all people have basic needs in common

   ○ Value Individual Children for Their Special Qualities

• Look beyond the child's culture and gender

• Consider the child's cheerful grin, cleverness at block building, sympathy when someone cries...
Relate Cross-Cultural Learnings to the Here and Now
* cross cultural learnings should be linked with current experiences that the children are actually involved.

Implement the Anti-Bias Curriculum
* “The Anti Bias Curriculum” developed at Pacific Oaks

Include Concrete, Visible Evidence of Cultural Diversity
Language, food, family customs,
Principles of Cross-Cultural Education

• Suggestions That Foster Deeper Cross-Cultural Understanding

○ Building Good Human Relationships

○ Dealing with Racial Comments and Slurs at School

○ Involve and Honor All Families

○ Show Respect for People of Differing Ethnic Origins by Employing Them as Teachers
Emphasizing the Similarities as Well as Valuing the Uniqueness of People

• Teach the Commonality of Biological and Psychological Needs

• Help Families Look Beyond Various Differences to Focus on Common Goals

• Teach Children to Consider Everyone's Rights and Needs
Can Teaching About Cultural Uniqueness and Similarity of Needs Be Combined?

• Teach Children They are Enjoyably Unique and Share Commonalities with Others at the Same Time

• Bring in Real Objects from Various Cultures

• Provide Various Cultural Experiences for Children

• Offer Comparative Experiences of Various Cultures

• Include Families
Encouraging Equity by Providing a Nonsexist Education and Helping Children Value Their Own Sexuality

• Teaching Simple Physiological Facts

• Masturbation

• Meeting the Special Needs of Boys in School

• Suggestions for Providing Nonsexist Curriculum
  ○ Importance of Evaluating Educational Materials
  ○ Importance of Attitude and Modeling