



Quality ChildCare

For Registered Home-Based Providers

LEARNING TO GROW ★ WINDWARD COMMUNITY COLLEGE

Vol. XI, No. 9

10 Hallmarks of Quality Child Care

- ★ Build trusting relationships
- ★ Provide consistent care
- ★ Support children's health
- ★ Provide a safe environment
- ★ Provide positive guidance
- ★ Provide a language-rich environment
- ★ Foster curiosity and development through play
- ★ Individualize care and learning activities
- ★ Partner with parents
- ★ Pursue personal and professional growth

This Month's Hallmark of Quality Child Care Partner with Parents

Celebrating Culture

From the earliest days of a child's life, they are learning about their culture and experiencing the world around them. According to the National Association for the Education of Young Children (NAEYC), culture is a group of people's beliefs, practices, and traditions. This can be seen through values, expectations, interactions, and responses to people and situations.

Researchers suggest that a strong cultural identity leads to higher self-esteem and better well-being. By actively participating in cultural learning, you help build a strong foundation for the child's future. Ginger Fink, curriculum developer of the Kamehameha Schools Traveling preschool, wrote, "Among the challenges of any sound early childhood program is to provide a learning setting and experiences that surround the children with aspects of their culture – the sounds, the colors, the materials, the behaviors and expectations of the people."

In order to build a culturally responsive curriculum, seek information from the family about their cultural experiences and traditions. For example, ask questions to learn about each family's cultural values, traditions, and language practices using interviews or surveys. Additionally, be present by actively listening and asking clarifying questions to gain insight into what is important to the family.

With input from families, you can support children in embracing their own culture and exploring other cultures through various activities and materials in your program. This newsletter will share the following cultural learning strategies for teaching young children:

- Teach the language
- Celebrate holidays and traditions
- Share stories and family history
- Add materials and artifacts to your environment.



Teach the Language

Language is the way people communicate with one another, build relationships, and create a sense of community. Teaching children keywords in their native language and exploring others' home languages provides a strong and important sense of self and cultural belonging.

- **Infants** – Incorporate cultural words into your everyday conversations. Learn lullabies or simple songs from the children's cultural heritage.
- **Toddlers** – Teach phrases such as “I love you” and “Thank you” in the children's own language and different languages, such as *mahalo* in Hawaiian, *gracias* in Spanish, or *merci* in French.
- **Preschoolers** – Introduce books with dual or multiple languages. Examples of books are: *Como me siento?* - How do I feel? (Spanish-English) by Pamela Cote, *Am I small? Li'ili'i wau?* (English-Hawaiian) or *The Fearless Shark: Explore Animals and Opposites in English, Spanish, Chinese & Korean* (Multilingual Learning in English, Spanish, Chinese, and Korean) by David Ming.



Celebrate Holidays and Traditions

All cultures engage in some holidays and traditions. Creating experiences for children to celebrate traditions helps to create a bond with a family's culture. Cooking and eating traditional holiday foods help children develop a connection to their cultural identity by enjoying meals or snacks made with ingredients native to their culture.

- **Infants** – When children are ready to start first foods, ask their families for a list of cultural foods you can use and how they prepare them. For example, tofu, poi, or sweet potato etc.
- **Toddlers** – Attend cultural events in your community. Look for postings on social media or libraries. Find events that have children's activities or experiences. This is a great way to learn about different cultures. Take photos during the outing to look back and reflect on the experience.
- **Preschoolers** – Introduce other cultural traditions by inviting the children's family members to come in and share about a cultural tradition they celebrate. They can bring clothing, music, or food to share as they talk about the celebration.

Share Stories and Family History

Photos are a way to provide visuals to introduce a family's heritage and tell stories that have been passed down for generations. Gathering photos and stories from families is important so the children identify with important people in their lives as well as learn about others.

- **Infants** – Ask families to bring family photos. Create a photo book or display the photos. Show infants the pictures of their families and talk to them about who these people are throughout the day. For example, “Here’s a picture of Tūtū. She will pick you up today.”
- **Toddlers** – Create a simple storybook for each child with photos and descriptions of the photos that families bring in. Glue the photos to blank paper and fasten the sides to make a book. Place the books where the children have access to them. Put a picture of the child on the cover with his name printed on it.
- **Preschoolers** – Invite families to come to your program and share a folktale from their culture, something that they remember about when they were the child’s age, or some memories of their childhood. For example, a Grandma might share a story about *Hinamatsuri*, Girls’ Day – the third day of the third month, and the doll she received when she was a young child.



Add Materials and Artifacts to Your Environment

Children gain a sense of belonging in a place where they can see and experience familiar things that are similar to what they see at home. Your choice of materials should reflect the backgrounds, community, knowledge, and experiences of the children in your program. You can ask family members to lend you items from their homes and explain why they are important to their family or their culture.

- **Infants** – Ask families to bring in traditional items such as handmade dolls, blankets, or specific types of rattles. These items may bring a sense of comfort for infants.
- **Toddlers** – Include visual representations of the children and their families, such as posters, signs, and other labels in the children’s home languages and English.
- **Preschoolers** – Include props such as music, instruments, books, dramatic play props, and recipes throughout the child care space and incorporate them into the daily routine and activities.

Training Opportunity

Family Engagement Strategies for All Languages and Cultures

by Karen Nemeth

Register at EdWeb to view this recorded webinar and earn a 1.5-hour continuing education certificate. Learn strategies that work for engaging families of all young children, including specialized strategies that support home language and second language fluency.

<https://earlychildhoodwebinars.com/webinar/family-engagement-strategies-for-all-languages-and-cultures-by-karen-nemeth/>

Featured Activity

Mealtime Help



What you need:

- Table settings: cups, chopsticks, spoons, forks, and napkins

What to Do:

1. Encourage children to help set the table at mealtime.
2. Discuss the utensils being used, including any new utensils that you may be introducing. For example, use chopsticks and adapt them for younger keiki by inserting the thicker end of each chopstick into each end of a straw so that the chopsticks touch in the middle. Bend the straw in the middle to create practice chopsticks.
3. Count with them in various languages, as they put the settings on the table. For example, in Spanish, “Uno, dos, tres, cuatro, cinco.”
4. Ask them to help you take the child-safe dishes to the kitchen after the meal.
5. Thank them for helping. You can say thank you in different languages (e.g., “Mahalo” or “Gracias.”)

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Suggested Books

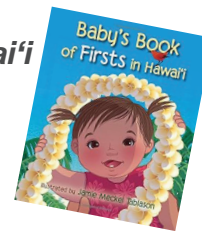
Discover these books and more at the Hawai'i State Public Library www.librarieshawaii.org

Infants and Toddlers

Baby's Book of Firsts in Hawai'i

by BeachHouse Publishing

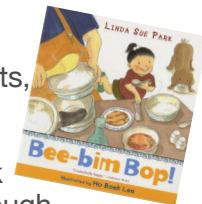
This book chronicles and celebrates the important milestones in a baby's first year in Hawai'i.



Bee-bim Bop!

by Linda Sue Park

Shopping, preparing ingredients, setting the table, and finally eating the child's favorite meal, Bee-bim Bop. This book highlights the Korean dish through a child's eyes.

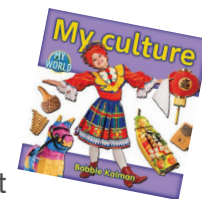


Preschoolers

My Culture

by Bobby Kalman

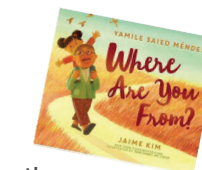
Culture is expressed through our language, clothing, food, music, dance, and so many other exciting experiences that we celebrate. This book has brilliant real pictures of children embracing their cultures.



Where are You From?

by Yamilé Saied Mendez

“Where are you from?” is a question that a small girl is asked, and not sure how to answer, so she asks her Abuelo the same question. The answer she receives is not what you would expect.



Citations

NAEYC *Developmentally Appropriate Practice in EC Programs Serving Children from Birth Through Age 8, fourth edition, 2022*. NAEYC. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf

Ginger Fink. *The Child as a Member of a Culture (1990-1995)*. Kamehameha Journal of Education. <https://ulukau.org/ulukau-books/cgi-bin/imageserver.pl?oid=EBOOK-KAMJOE.2.16&getpdf=true>

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