

**Texas A&M University- San Antonio**  
**Department of Educator and Leadership Preparation**  
**EDEC 4301 Working with Diverse Families & Young Children**

**A. COURSE DESCRIPTION**

Focuses on understanding the dynamic relationship between families and those who care for young children examining issues of diversity, family strengths, family stresses and parenting.

**B. LEARNING OBJECTIVES**

At the end of this course, the student will:

1. Understand and apply cultural wealth framework in planning and working with families and assignments.
2. Understand perspectives of diverse families and articulate inequities families face as well as strengths they possess by developing a cultural autobiography.
3. Analyze experiences with families to identify reciprocal relationships and unique characteristics of families by sharing and discussing case study scenarios.
4. Explain the importance of culturally responsive techniques for diverse families including how to involve families; and,
5. Identify and implement activities that connect to the home culture, are responsive to diversity and encourage positive relationships between families and child development professionals by sharing and discussing culturally relevant strategies .
6. Understand their personal culture (background experiences, biases and values) to create respectful relationships between families and early childhood professionals by facilitating an activity for an early childhood setting or community-based setting.
7. Explore and understand similarities, differences and inequities of diverse groups for the purpose of empowering families through case study scenario analysis.
8. Identify strategies to promote the positive development of identity and pride in heritage of diverse children by facilitating an activity for early childhood or community-based settings.
9. Understand the layers of diversity: Race, ethnicity, language, nationality, socioeconomics, religion, families and abilities through the synthesis paper.

**C. MAIN ASSIGNMENTS**

- Quizzes
- Cultural autobiography
- 15 hours of Service-Learning (Family engagement community activities)
- Case studies (Modules)
- Community mapping
- Final synthesis paper

**D. LECTURE OR DISCUSSION TOPICS**

- Social systems, culture, cognitive structures, culturally responsive pedagogy, families, cultural capital, funds of knowledge, ecological systems, parent involvement, family partnership, authentic engagement, respect, reciprocity, responsiveness, reassurance, relationship, reflection.

## E. REQUIRED OR RECOMMENDED READINGS

- Edwards, P., Spiro, R., Domke, L., Castle, A., White, K., Peltier, M., Donohue, T., & Epstein, J. (2019). *Partnering with families for student success*. Teachers College Press.
- Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally & linguistically diverse students*. Corwin.

Blackboard Readings as assigned per module to expand upon NAEYC's Professional Standards

- If you have a substantiated concern about any course materials, please reach out to me to schedule a one-on-one meeting to explain their purpose and relevance, and when applicable, we will work together to find an alternative way for you to meet the course objectives while addressing your concern.

## F. NAEYC STANDARDS

Standard 1: Child Development and Learning in Context

- 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

Standard 2: Building Family and Community Relationships

- 2a: Know about, understand, and value the diversity of families.
- 2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.
- 2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

- 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 6: Professionalism as an Early Childhood Educator

- 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
- 6b: Know about and uphold ethical and other early childhood professional guidelines.
- 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.