

# Transcript

## Center-Based – Culturally Responsive Care

### Video

*[Text appears: Culturally Responsive Care – Center Based. Throughout the video, Amber Morabito provides narration.]*

**Amber:** In this segment, we'll talk about culturally responsive care for infants and toddlers.

*[Amber appears on screen. She is seated in a home setting with a large green plant in the background.]*

**Amber:** At the heart of the PITC is a commitment to care for infants and toddlers that respects the diverse cultures, lifestyles, preferences and needs of the children and families served. An important part of meeting children's needs for consistency and security, is to recognize, respect and support the children's connection to their family's culture. Culturally sensitive care has to do with how a child is cared for, not necessarily cultural holidays or artifacts. How an infant is held, fed, spoken to, played with, these interactions and routines are the heart of care that is culturally sensitive and responsive. Consistency of care between home and child care, always important for the very young, becomes even more so when the infant and toddler is cared for in the context of cultural practices, different from those of the child's family.

*[Text briefly appears: Learning About the Infant's Culture.]*

*[Mariana Gaidano - Lead Infant-Toddler Teacher. Mariana is seated in a home setting.]*

**Mariana:** In order to provide culturally sensitive care when your background is different than those children that you are caring for, you really have to put yourself aside and consider the needs of the child and the family first. I try to think of it that it's not about you, it's about them, and they are the priority. I also believe in ongoing professional development, taking anti-bias trainings, learning about anti-bias curriculum and how that impacts the child and the family and what may be biases are embedded in your program that you might not know about. And I also believe having those honest conversations with the family. So when differences come up and, you know, experiencing those differences and having to approach them, having that conversation about where that came from and understanding their perspective, and then you're able to see that from a different point of view and you're able to really get to know them and where their cultural background is coming from.

*[Cristal Arevalo - Lead Teacher. Cristal is seated on a colorful chair. There is a bookshelf behind her.]*

**Cristal:** Another thing is doing your own research. As a teacher, it's really important to take the initiative to do research of not just the surface level of a culture and understanding that a family's home culture is very different than their larger culture. So even as a Latinx person, my traditions of my families is very different than other Latinx's family. So taking that into consideration with the families you serve and taking the time to research, ask

questions and build those relationships, builds culturally sensitive practices inside of our classroom

*[Aileen Mui - Early Learning Coach. Aileen is seated in an office setting. There is a bookshelf behind her.]*

**Aileen:** At Kai Ming Head Start, we serve families from multicultural backgrounds, families that are diverse. We also serve many Chinese speaking families. And when you really get to know each family and understand their stories, you start to see the differences in their cultural practices, in their caregiving practices, which also shows us the impact of culture on the lives of children and families

*[Susanna Leung - Regional Manager. Susanna is seated in an office setting with several green plants behind her.]*

**Susanna:** When I work with a family and we learn that they have from different cultural backgrounds. It's very important for us, how what's a step to understand them. So first of all, we have a home visit, so through the home visit that we can understand how the home setting, home environment is. So we have a general, you know, casual conversation so we can understand their cultural background and so we can share and exchange our information through the conversations. So, through the conversation, we can collect the data information, so how can we support the child as well at home and as the school setting. Um, also we can see maybe during the home visit, parent also they will share the pictures and so we can share some idea and how can we implement that into the classroom as well. Maybe we can get the picture to display in the classroom. So then the child when they come to our classroom so they can see that "wow, I know this", so they can point to and share and, you know, communicate with the teacher or maybe show the picture to their friend that this is my home. Yeah. Like that. So they can feel that this is a part of it. They can feel more confident so that they can feel that part of it. This is their family as well.

*[Text briefly appears: Supporting each child's home language.]*

*[Shirley Mora - Master Early Childhood Educator. Shirley is sitting in a rocking chair in a child care setting. There is a bulletin board that displays children's artwork on the wall behind her.]*

**Shirley:** So in situations where the child's home language is different than the teacher's home language, we try to speak to the family, ask questions, if there are specific words that we need to learn to meet the child's needs and wants. We will have the family write them down for us on index cards. We post those around the room so that everybody is able to communicate with that child. If the child comes and says a certain word means they're hungry or they want their milk or bottle, we're able to understand them or speak back to them or ask them in their language because those words have been phonetically written out for us.

*[Text briefly appears: Reflecting on cultural beliefs and biases.]*

**Mariana:** Recognizing your own culture, assumptions, biases, can be challenging. It's something that the PITC philosophy is really took me on a road of self-discovery and awareness and an attempt to really figure out who I am and why I am who I am...where my values came from...where these aspects of culture came from, and recognizing that that can be different than the children and families that you work with. And that is also OK, that

it's different. It's neither better or worse nor right or wrong. It's just different. It's definitely a journey of self-discovery and understanding where you came from. And when you're able to recognize those biases and assumptions, you're really able to provide a better quality of care with the children and families that you work with.

*[Text appears on screen:*

*PITC would like to thank the following programs for their thoughtful contributions to this video series:*

- *Glendale Community College Child Development Center*
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*The PITC logo animates into position.]*

**Narrator:** PITC, the Program for Infant Toddler Care, a collaboration of the California Department of Education and WestEd.

*[The California Department of Education (CDE) logo and the WestEd logo appear.]*

**Narrator:** Brought to you by the California Department of Education and WestEd.