

Principles of Culturally and Linguistically Responsive, Developmentally-Appropriate Practice

1. All children can learn.

1. Curriculum and teaching challenge and support all children
2. Adults take responsibility for progress & growth of children
3. Interests, cultural & language background are seen as assets
4. Opportunities for learning are varied regardless of age, size, dis/ability
5. Home languages and cultural knowledges are validated & leveraged
6. Assumptions and stereotypes are challenged/troubled
7. Adults access multiple available resources

2. Children's learning and development is varied.

8. Strengths, needs, and interests (...acknowledged, valued, supported)
9. Pace, trajectory, and style
10. Ways of expression and social-emotional development
11. Sociocultural contexts and experiences

3. Young children are active and multimodal meaning makers.

12. Children are actively engaged as doers, through multiple modalities
13. Children are supported to use multiple communicative repertoires
14. Children have opportunities to self-initiate and make choices
15. Opportunities exist for engagement in child-initiated & child-led play
16. Multiple cultural influences on children's development are supported
17. Interdisciplinary approaches to learning are supported

4. Young children's language practices are diverse, fluid, and flexible.

18. Language practices are recognized, valued, supported as fluid & flexible
19. Language development is seen as non-linear and dynamic process
20. Children's existing language practices are built upon
21. Multiple languages are honored and leveraged as resources
22. Efforts are made to include, communicate with, and learn from & with families

5. Young children's sociocultural contexts are assets and valuable resources for learning.

- 23. Multiple cultural and language referents & bodies of knowledge are used
- 24. Practices/policies are culturally relevant, supportive, and responsive to children & families
- 25. Family funds of knowledge and community resources are recognized, valued, included
- 26. Children are supported to have a positive sense of identity
- 27. Families and communities are positioned and included as partners in learning

6. Young children learn and develop within the context of caring and reciprocal relationships.

- 28. Caring and reciprocal relationships are enacted
- 29. Children's questions and concerns are acknowledged and addressed
- 30. Children's understandings, interests, experiences are acknowledged & honored in curriculum
- 31. Children are supported to develop agency – advocacy, independence, self-regulation
- 32. Children are encouraged to be inclusive and empathetic
- 33. Practices and policies are centered on the child

7. Young children are critical thinkers and inquirers.

- 34. Critical thinking and questioning are promoted and fostered
- 35. Controversies and stereotypes are dealt with directly
- 36. Social norms are interrogated (rather than accepted as truths)
- 37. Curriculum & teaching make space for children and teachers to problematize social inequities
- 38. Multiple perspectives are promoted and fostered
- 39. Issues of fairness and inclusivity are welcomed, fostered, promoted, and incorporated
- 40. Children are supported to *additionally* develop skills & knowledge of culture of power