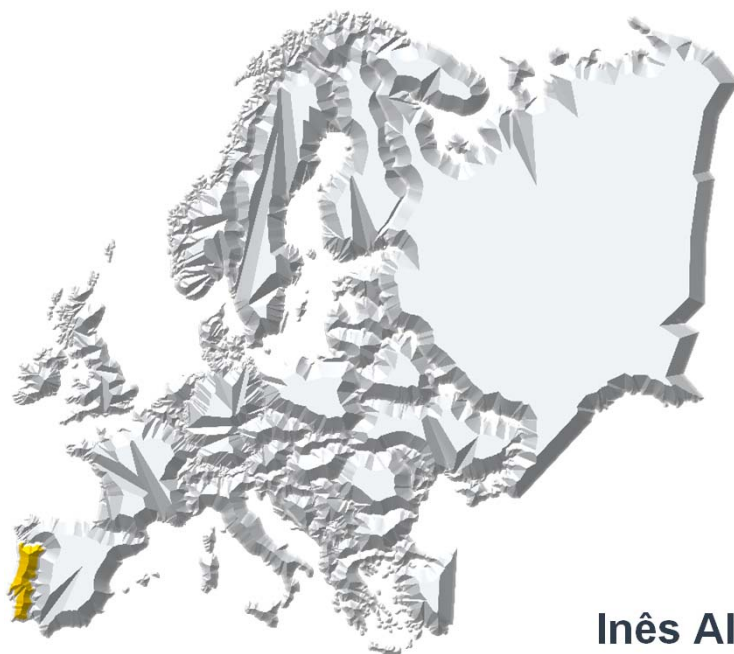




# Intercultural Education in Preschool



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# Content

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# Introduction

## Motivation:

### Current Situation:

- Increase in cultural diversity;
- Growing number of immigrants in Portugal;
- Starting with the African Portuguese colonies and later the integration of the European Union.

### Personal Background:

- Teacher born and raised in Malawi
- Mother has a preschool in Malawi



Image 1: Globe

# Introduction

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## Question:

1. Why is multicultural education important for twenty-first century preschool education?
2. How is multicultural understanding meaningfully integrated into early childhood education programs?
3. What strategies and tools are effective when teaching multiculturalism in the preschool classroom?

## Study Goals:

1. Increase understanding of multiculturalism in Early Childhood Education, present strategies for planning and implementing a multicultural curriculum.
  2. Demonstrate to educators the benefits of a Multicultural Exchange Project.
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# Literature Review

## Importance of Multicultural Preschool Education



“...build greater equality of opportunities between women and men, between individuals of different social classes and different ethnic groups. ” (OCEPE, 1997, p. 54-55)

“It is a movement that calls for new attitudes, new approaches, and a new dedication to laying the foundation for the transformation of society.”  
(Gorski, 2001, p.1)

“...develop the ability to communicate and encourage social interaction, which creates identities and a sense of belonging to humankind.” (Citizenship Education Guidelines, 2013)

“From a very young age, children may begin displaying gender and racial preference and may develop prejudices.” (Souto-Manning, 2013, p.1)

Studies show that multicultural education should begin in the early years  
(Abdullah, 2009; Souto-Manning, 2013; Derman-Sparks & Ramsey, 2011)

# Literature Review

Multicultural Education Project



## **Multicultural Literature:**

“Stories, writing them, telling them, sharing them, transforming them, enrich us and connect us and help us know each other. ” (Rochman, 1993, p.19)

## **Multicultural Music:**

“Singing and teaching songs in other languages reflect various cultural styles.”  
(Tarman and Tarman, 2011, p.587)

## **Multicultural Art:**

“Multicultural art is not only equipping students with knowledge, but it also has a powerful element to promote unity. ” (Yaya and Yousif, 2014, p.17)

→ **Multicultural education is the response to this diversity**

→ **Literature, Music and Art serves as a valuable teaching tool**

# Multicultural Exchange Project

- **Research Design:** Case Study between two schools in two countries (Portugal and Malawi).
- **Date:** Started at the beginning of November 2014.
- **How the Project was suggested:** School Theme - the five continents and personal background.
- **Participants:** Two five-year-old classes.
- **Explanation:** Based on the experience from the Violet class.



Image 2: Portugal & Malawi

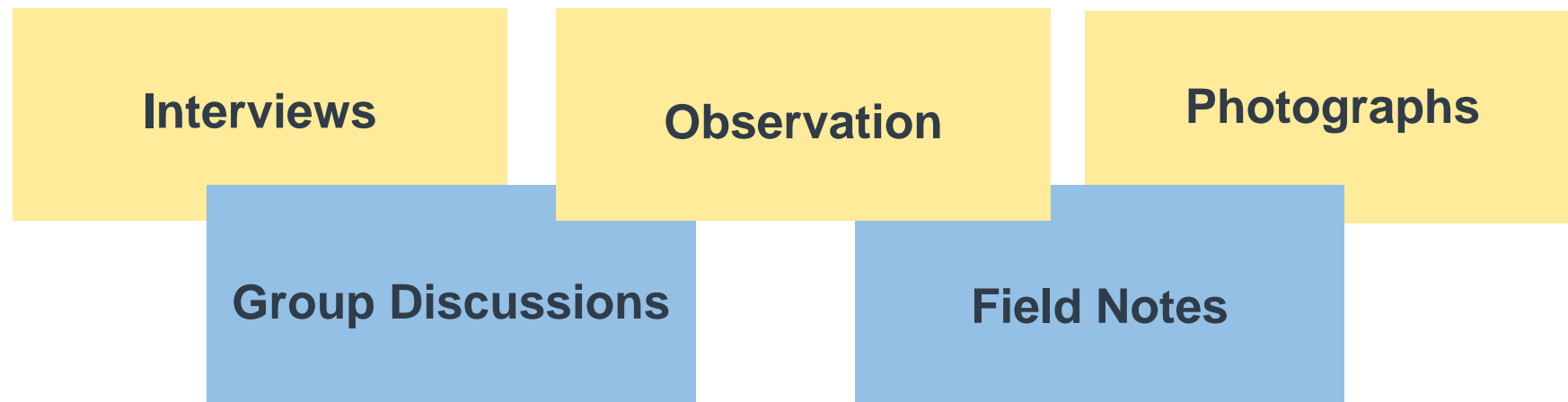
# Multicultural Exchange Project



## Project Goals:

- Give a sense of ***solidarity*** and ***friendship***;
- Prepare students with ***knowledge, values, attitudes*** and ***skills***;
- Build ***understanding, respect*** and ***acceptance*** of diversity;
- Learn about and be in contact with an **unknown country**.

## Data Collection Methods:





# Activities

## Presentation Books



Image 3: Presentation of Malawi



Image 4: Puzzle

- **Book exchange.**
- Handmade **puzzle** of the Portuguese flag.

# Activities



**Image 5:** African Puzzle

**Image 4:** Painting results of the Malawian flag

# Activities

Literature, Music and Art



Image 6: Painting

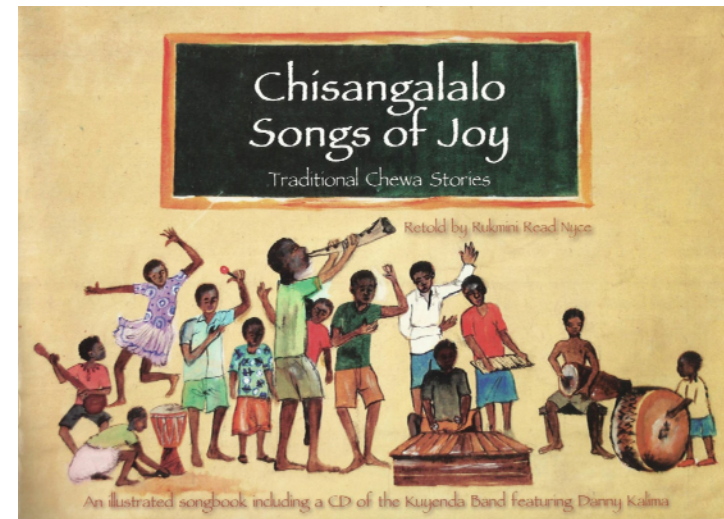


Image 7: CD-Cover

- **Reading** Malawian story books.
- **Listening** to CD *Chisangalalo Songs of Joy*.
- **Painting** by sight.

# Activities

## Skype Calls



Image 8: Classroom



Image 9: Screen

- Students **presenting** themselves.
- **Singing** songs.
- **Saying goodbye** at the end of the project.

# Results of the Project

## Teachers' Interview:

### Category A- Strategies

“All the **tools** used were always very well **planned** and **implemented**. ”

### Category B- Benefits for the Children

“The **discovery** of another country...provided the children with great moments of **learning, sharing, respect and solidarity**. ”

### Category C- Teachers' understanding

“Exploring **multicultural education** in preschool is important to help overcome **ethnic and racial barriers**. ”

## Observations and Daily Reports:

- Preschoolers retained and recalled new information with great detail.
- High participation.

## Discussions in the Classroom:

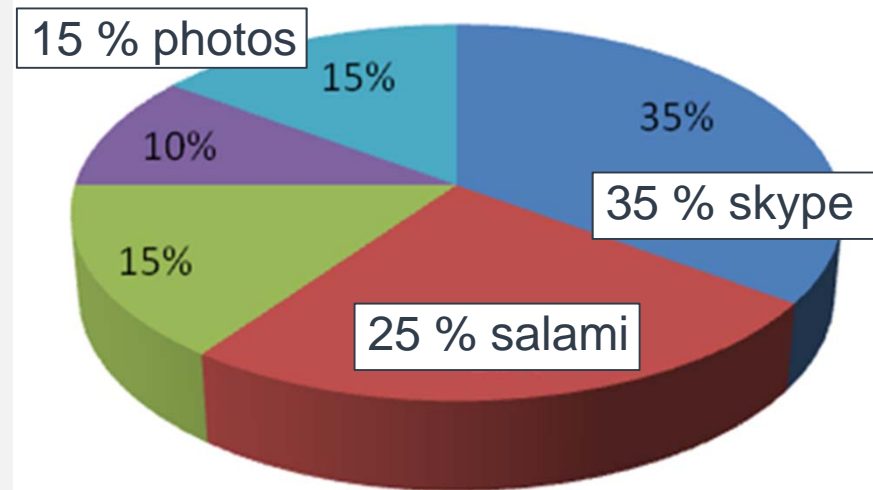


Image10: Answers from the Violet Class

# Conclusion



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## Multicultural Education:

- Teachers responsibility to prepare students for the future;
- Transform Early Childhood curriculums to reflect our diverse society and the differences between citizens;
- Serves as a valuable teaching tool to open children´s mind to understanding, respecting and accepting differences among people.

## The Multicultural Exchange Project:

- An example with positive results of how educators can plan and implement multicultural learning into a preschool curriculum;
  - Children can learn about diversity through literature, music, art, games and social interacting;
  - Help eliminate prejudice and racism
  - Acknowledge, value and respect differences and similarities.
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**“Obrigada”**



**“Zikomo”**



**Thank you!**