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Culturally Responsive Materials Development For Early Childhood Education in Pakistan: An Overview of Spectrum's Contribution

By

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Culture

“the customs and beliefs, art, way of life and social organization of a particular country or group” (OALD)

“the beliefs, way of life, art, and customs that are shared and accepted by people in a particular society” (LDOCE)

Cultural Responsiveness

Cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.

Culturally responsive pedagogy is a student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world ([Matthew, 2012](#)).

Why Culturally Responsive Education

The notion of culturally responsive education is premised on the idea that culture is central to student learning.

According to [Gloria Ladson-Billings \(1994\)](#), “It is an approach that empowers students intellectually, socially and emotionally by using cultural referents to impart knowledge, skills and attitudes.”

Why Culturally Responsive Education

The use of cultural referents in teaching bridges and explains the mainstream culture, while valuing and recognizing the students' own cultures. This link between culture and classroom instruction is derived from evidence that cultural practices shape thinking processes, which serve as tools for learning within and outside of school (Hollins, 1996).

Why Culturally Responsive Education

Thus, culturally responsive education recognizes, respects, and uses students' identities and backgrounds as meaningful sources (Nieto, 2000) for creating optimal learning environments.

Cultural Responsiveness & Early Childhood Education

Culture is embodied in the ways that children are raised and the environments where they grow and develop (Ball, 2010).

Children learn about themselves and the world around them within the context of culture (Sheets, 1999).

Cultural Responsiveness & Early Childhood Education

Many educators, researchers and international development specialists acknowledge the geographic and cultural limitations of the research base that informs current child development theory, learning assessment tools, and program models (Fleer, 2003).

Cultural Responsiveness & Early Childhood Education

However, this recognition has not prevented the proliferation of brand-name programs touted as “best practices” based on the authority of Euro-western science or simply on persuasive marketing of training, toys, tools and teaching techniques (Kincheloe, 2000).

Cultural Responsiveness & Early Childhood Education

Expediency, along with assumptions that theory and research on child development developed from Euro-western perspectives are universally valid, tends to be used to justify the transport of “best practices.” It is common to hear that where there are no readily available, locally developed tools or programs, there is no need to “re-invent the wheel” when an existing tool or program can be imported. While there are many commonalities across cultures in goals for children’s early learning, researchers and educators must work to identify cultural distinctiveness in developmental trajectories and expectations (Lubeck, 1998).

Cultural Responsiveness & National ECE Curriculum (2007)

Besides many other objectives, NCECE (2007) calls for:

- Nurturing in children, a sense of identity and pride in being Pakistani.
- Providing knowledge and understanding of Islam and Islamic society.
- Developing an understanding and respect for the beliefs and practices of all other religions.

Pakistan's Culture

Pakistan has a rich and unique culture that upholds traditions and conventions, and represents history of this region.

Pakistani people are unique in their way of life, thoughts and morals.

(<http://ictd2017.itu.edu.pk/about-ictd/>)





***Spectrum's Contribution to
Culturally Responsive Materials
Development for Early Childhood
Education in Pakistan***

Spectrum Good Grounding Program





Spectrum Good Grounding Program

SGGP is the Spectrum's first achievement towards developing culturally responsive materials for early childhood education.

It offers a complete solution for preschool.

It consists of workbooks, worksheets, story books, rhymes, flashcards and other support material designed on three graded levels: beginner, level 1 & level 2.



Spectrum Good Grounding Program

SGGP has been designed keeping in view the approaches and works of the pioneers of ECE, including:



Spectrum Good Grounding Program

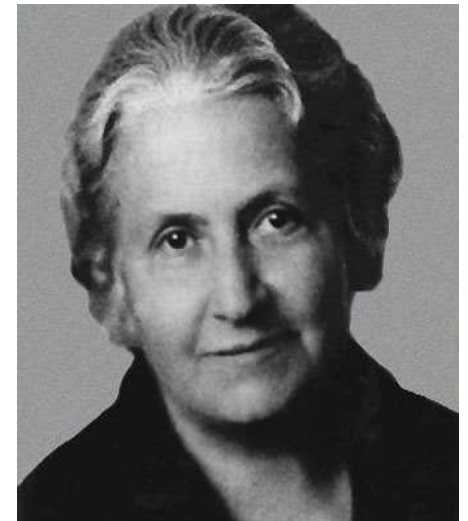
Friedrich
Froebel
(1782–1852)



Rudolf
Steiner
(1861-1925)



Maria
Montessori
(1870-1952)





Spectrum Good Grounding Program

Jean
Piaget

(1896-1980)



Lev
Vygotsky

(1896-1934)



Erik
Erikson

(1902-1994)





Spectrum Good Grounding Program

SGGP has kept in view the context, cultural values and traditions of Pakistan.

SGGP corresponds well with the NCECE (2007).



Spectrum Good Grounding Program

The 1st edition of SGGP was released in 2010.

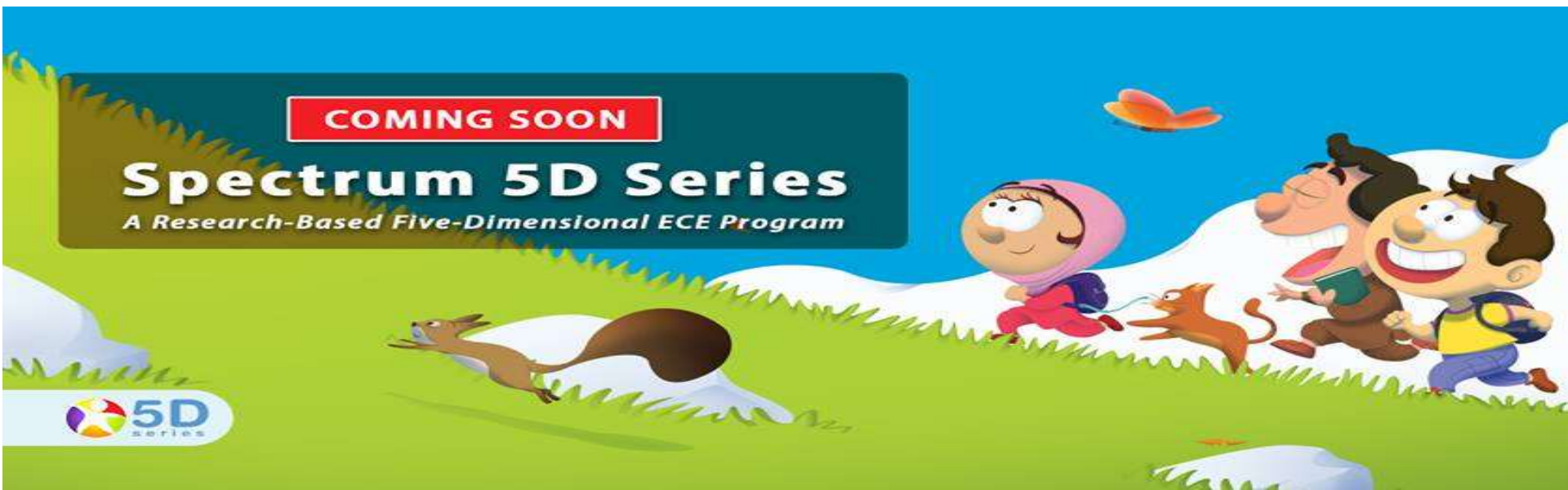
Now, 2000+ schools are using SGGP all over Pakistan
(and most of them are based in Karachi).



Spectrum 5D Series

Spectrum 5D (five-dimensional) series is an upcoming research-based product for ECE by Spectrum.

Some components of Spectrum 5D have been released and the rest of the components will be released soon.





Introducing Spectrum Publishers

*Spectrum Publishers (SP),
Spectrum Professional Development Centre (SPDC)
and Spectrum Research Centre (SRC),
all are the projects of
Spectrum Educational Research Foundation (SERF).*



Introducing Spectrum Publishers

Corporate Video



Introducing Spectrum Publishers

Founded in 2010, Spectrum publishers, a fast-growing publishing house in Pakistan, publishes research-based school textbooks.

Spectrum takes school textbook publishing as a very responsible and delicate task. Instead of leaving this job to the writers' discretion, the journey of publishing a textbook starts with extensive researches in the fields of education, psychology, linguistics, sociology and information technology.

Content writing, illustrations, designing and printing – all processes are guided and controlled by the researchers and the subject-specialists.



Introducing Spectrum Publishers

Before the textbooks reach schools, Spectrum makes it sure that their efficacy is tested and reviewed, they are culturally sensitive and integrate all essential aspects of a child's learning and development so that our children grow holistically to become the pride of the nation.

And to ensure that schools, teachers and parents are making the most of these books, training and orientation seminars and workshops are conducted all the year round. This is how Spectrum Publishers makes all the difference to publishing such promising school textbooks that you can trust and recommend!

Thank You



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