



 INDEAR

SELF – ASSESSMENT TOOL FOR CHILDCARE PROFESSIONALS

CULTURE

INTRODUCTION

In the context of childcare education, Culture is one of the main topics professional needs to understand and incorporate into daily practice with children of diverse cultural backgrounds.

It refers to childcare professionals being able to respond to intercultural learning environment by accepting, respecting and supporting children of all cultures without judgment or preconceived ideas. Below you can find a short self-assessment helping you to identify your strengths or highlight areas needing further improvement to address cultural diversity in a childcare setting.

The self-assessment is recommended for professionals working with children from 0 to 6 years old, for example, in day-care centres, kindergartens, primary schools, social centres.

INSTRUCTIONS

1. Assess yourself

Rate **31 statements** on a scale of 1 to 5 (*1 – strongly disagree; 2 – disagree; 3 – agree to some extent; 4 – agree; 5 – strongly agree*), thus expressing how much you agree or disagree with each of them. For completing the form, you will need approximately **10 – 15 minutes**.

2. Discover your competence level

With step-by-step instructions, calculate your results and find out where you stand from Novice to Expert.

3. Keep growing

Finally, for each competence level, discover literature recommendations and ready-to-use materials, and get tips from experts in childcare, trauma, and social pedagogy.

The self-assessment is completely anonymous and the result will be visible only to you and the person(s) you are willing to share it with (e.g. colleague, mentor, educator).

Try to be objective and honest with yourself to get the most reliable results.

1.

COMPLETING THE SELF-ASSESSMENT

Terminology explanation

In this context, culture refers to a set of values, norms, costumes, beliefs, traditions and practices shared by a group of people within a certain period.

Self-assessment: Culture		1 Strongly disagree	2 Disagree	3 Agree to some extent	4 Agree	5 Strongly agree
♥	I accept and respect different cultural backgrounds (practices, values, traditions) of the children in my care and their families.					
🔍	I can explain different personal changes an individual can experience when encountering a foreign culture (e.g. when moving to a new country).					
💬	I can help children resolve conflict situations caused by prejudices and stereotypes and always remain objective.					
♥	I act as a role model to raise awareness of the harmful effects of stereotypes, prejudices and discrimination, e.g. in meetings with parents, at team meetings, in communication with friends and families or at seminars.					
🔍	I can explain and differentiate the terms such as cultural diversity, migration, stereotype, prejudice and discrimination by using examples.					
♥	I can use self-reflection techniques to become aware of my own stereotypes, prejudices or discrimination, e.g. by keeping a diary, self-questioning, speaking with my supervisor or counselling.					
🔍	I can observe children and talk to their families to find out if language barriers or cultural difference cause them difficulties in learning or interacting with their peers					
💬	I see it as my responsibility to provide all children, regardless of their cultural background, equal opportunities to learn and develop.					
🔍	I can organise different activities that help the children to think about how they perceive and feel about other cultures.					

Self-assessment: Culture		1 Strongly disagree	2 Disagree	3 Agree to some extent	4 Agree	5 Strongly agree
	I can use creative solutions (e.g. games, activities, new teaching methods) to meet the different learning styles, needs and cultural backgrounds of the children in my group.					
	I can explain the concept and importance of cultural safety in the context of childcare education.					
	I am open to accepting the diversity coming from migration in my educational setting and to recognizing its positive implications.					
	I can support families and children to integrate in a new place.					
	I can choose books, songs and activities that reflect the diverse cultures of the children in my care and incorporate them into the childcare curriculum.					
	I can adapt the childcare environment to include different cultures and accommodate diverse cultural practices (i.e. serving different foods and celebrating cultural holidays).					
	I can propose to my supervisor to organise school/ kindergarten events (e.g. theatre performances, open days) that celebrate the cultural diversity of children and their families.					
	I can list possible consequences of cultural prejudices and stereotypes on individuals.					
	I can engage in an open and respectful dialogue to learn from one another and bridge cultural differences.					
	I support local initiatives that bring different people together and promote intercultural communication by participating in cultural festivals, events and/or community projects.					
	I can explain the role of childcare professionals in creating a culturally safe environment.					
	I recognise when my knowledge or skills need further improvement to meet the cultural changes in the workplace.					

Self-assessment: Culture		1 Strongly disagree	2 Disagree	3 Agree to some extent	4 Agree	5 Strongly agree
	After consulting with my supervisor, I can organise field trips for children to visit cultural institutions (e.g. museums, theatres, libraries) and events (e.g. volunteer activities, fairs) in my city/municipality.					
	I can introduce culture-related topics such as diversity, stereotypes, prejudices and discrimination in a child-friendly language (e.g. by using games, children's stories).					
	I can recognise my own limitations when certain activities that I want to organise with children from other cultures exceed my knowledge, skills and resources.					
	I can regularly update my knowledge about different teaching techniques and methods for working with children and families from different cultures.					
	I can recognise how a child's behaviour and attitudes relate to their migration experiences.					
	I can define different strategies to solve problems related to prejudices and stereotypes within childcare.					
	I can encourage children to listen to each other and tell their stories about their migration experience in different ways, e.g. through storytelling, drawing, theatre, singing, etc.					
	I can cooperate with experts such as psychologists, social workers or cultural scientists to address challenges and provide appropriate support.					
	I can search for information about different cultures and languages of the children I work with, using various sources (e.g. internet, books, scientific magazines) to facilitate communication and understanding.					
	I can critically review learning content (i.e., books, posters, rhymes, songs, etc.) to eliminate hidden messages related to cultural prejudices and stereotypes.					

Well done!

You have reached the end of the questionnaire and can now move on to the next step – calculating and interpreting the results!

2.

INTERPRETATION OF THE RESULTS

Follow the steps
bellow to get your
results!



STEP 1: CALCULATING THE POINTS

First, count the total number of points as follows:

- Strongly disagree = 1 point
- Disagree = 2 points
- Neither agree nor disagree = 3 points
- Agree = 4 points
- Strongly agree = 5 points

The maximum
number of points is

155

**TOTAL NUMBER
OF POINTS**

STEP 2: COMPETENCE LEVEL IN THE TOPIC OF CULTURE

Now it is time to check your competence level in the topic of Culture.

Based on your score, the table below will tell you whether you are Beginner, Competent or even Expert.

Competence Level	Points
Novice	31 – 44
Beginner	45 – 75
Competent	76 – 106
Proficient	107 – 137
Expert	138 – 155

**COMPETENCE
LEVEL**

STEP 3: EXPLANATION OF THE COMPETENCE LEVEL

What does it mean for a childcare professional to be Novice or Expert in the topic of Culture?

Find your answer in the following table.

Competence level	Explanation
Novice	You have minimal awareness of cultural diversity among children or may be aware of the concept but have not yet had the opportunity to recognize, understand, or respect cultural differences in a childcare setting. Sometimes, you may unintentionally treat children differently based on their cultural background, although trying to treat them equally. You have a basic understanding of the importance of creating a safe environment for children with different cultures, but may struggle with addressing cultural differences effectively. You rarely or never take proactive steps to encourage respect for cultural differences and promote cultural diversity in and outside the learning environment.
Beginner	You have a basic recognition of cultural diversity among children and make efforts to respect it, but may not fully understand its implications. You attempt to treat children equally but may sometimes falter due to unconscious biases or preconceived ideas. You can carry out basic teaching work while being mindful of cultural differences. You strive to create a safe learning environment for all children and their cultures. You try to promote cultural diversity in and outside the learning environment, but lack consistency in your approach.
Competent	You recognize and generally respect cultural diversity among children. You make conscious efforts to avoid simplified beliefs and generalizations and treat all children equally, regardless of their cultural background. You can carry out teaching work that allows children to express their cultural identity without fear of judgment. You can establish a safe learning environment for all children. You sometimes take proactive steps to promote cultural diversity in and outside the learning environment, but may not always be consistent or comprehensive in your approach.
Proficient	You demonstrate a strong understanding and respect for cultural diversity among children. You skilfully avoid preconceived ideas and can effectively carry out teaching work that celebrates each child's cultural identity and uniqueness. You consistently treat all children equally, valuing their unique backgrounds and ensuring equal rights to engage, learn, and grow. You proactively create an emotionally, physically, and socially safe environment for all children. You promote cultural diversity both in and outside the learning environment.
Expert	You exhibit exceptional recognition, understanding, and respect for cultural diversity among children its impact on child development. You effortlessly avoid any form of cultural bias and can adapt your teaching approach to fully support each child's cultural identity and uniqueness. You create an exemplary safe and inclusive environment that celebrates diversity. Driven by a concept of interculturality, you innovatively promote cultural diversity, influencing practices beyond their immediate learning environment and serving as a model for other professionals in the field.

STEP 4: COMPETENCE LEVEL IN FOUR AREAS

Go back to the statements and look for the symbols next to them (♥ 🎲 💬 🔍).

Now count the points for the statements with the same symbol to check your competence level in different areas:

- Personal (♥),
- Activity and decision-making (🎲),
- Social-communicative (💬),
- Methodological and professional (🔍) competences.

Competence Level	♥	🎲	💬	🔍
Novice	7 – 10	5 – 7	7 – 10	12 – 17
Beginner	11 – 17	8 – 12	11 – 17	18 – 29
Competent	18 – 24	13 – 17	18 – 24	30 – 41
Proficient	25 – 31	18 – 22	25 – 31	42 – 53
Expert	32 – 35	23 – 25	32 – 35	54 – 60

YOUR SCORE: ♥ 🎲 💬 🔍

The table below explains the meaning of each of these areas as related to childcare education and culture.

Competence Area	Explanation
	Personal competences refer to the ability to be self-reflective, critical, and to act based on one's values, attitudes, and ideals. It involves self-awareness, ethical considerations, and the capacity for personal growth. In the context of childcare education, it refers to showing respect and acceptance towards different cultural backgrounds; leading by example by promoting intercultural education and challenging own stereotypes and prejudices; showing willingness to self-reflect, change and learn to respond to dynamic changes in work and social environment, etc.
	Activity and decision-making competences is the ability to perform job-specific tasks effectively using specialized knowledge and skills. It includes expertise in a particular field and the ability to apply theoretical knowledge practically. For example, childcare professional uses diverse methods and organises different activities to integrate different cultural backgrounds, promotes cultural exchange among children, families and school/kindergarten community, etc.
	Social-communicative competences encompass the ability to interact effectively with others, communicate clearly, and cooperate creatively. It includes skills like teamwork, empathy, and conflict resolution. For a childcare professional, it means having ability to understand and provide support to children and families with different cultural backgrounds, cooperate with experts in areas beyond own capabilities, support children in conflict situations and non-judgmentally listen to children and the challenges they face in the intercultural environment.
	Methodological and professional competences involve the ability to apply methodological and technical knowledge to solve complex problems. It includes analytical thinking, organizational skills, and project management. It refers to having a solid general and expert knowledge related to cultural diversity and intercultural childcare education, introducing culture-related concepts in a child-friendly language, critically approaching teaching materials, using knowledge to recognise challenges, barriers or needs of children with different cultural backgrounds, etc.

STEP 5: DIAGRAM CREATION

Follow the steps below to create your own diagram illustrating your competence profile in the topic of culture.

1. Select one of four areas.
2. Go back to Step 4 and check your competence level in the chosen area (Novice – Expert)
3. Find the number on the diagram that corresponds to your competence level as follows: Novice = 1; Beginner = 2; Competent = 3; Proficient = 4; Expert = 5
4. On the chart, mark your competence level (see example on the left).
5. Repeat the steps for each area.
6. Connect the dots.

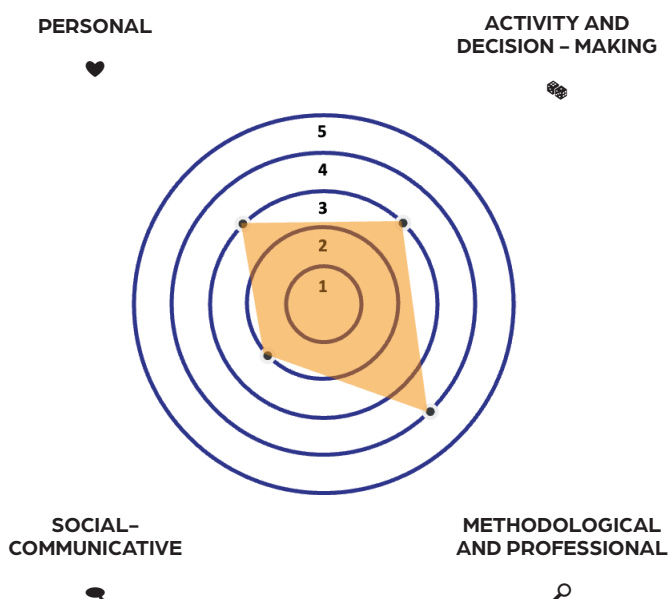
Example

♥ = 3

🎲 = 2

💬 = 2

🔍 = 4



Indicator	Competence level
1	Novice
2	Beginner
3	Competent
4	Proficient
5	Expert

Create your diagram!

PERSONAL



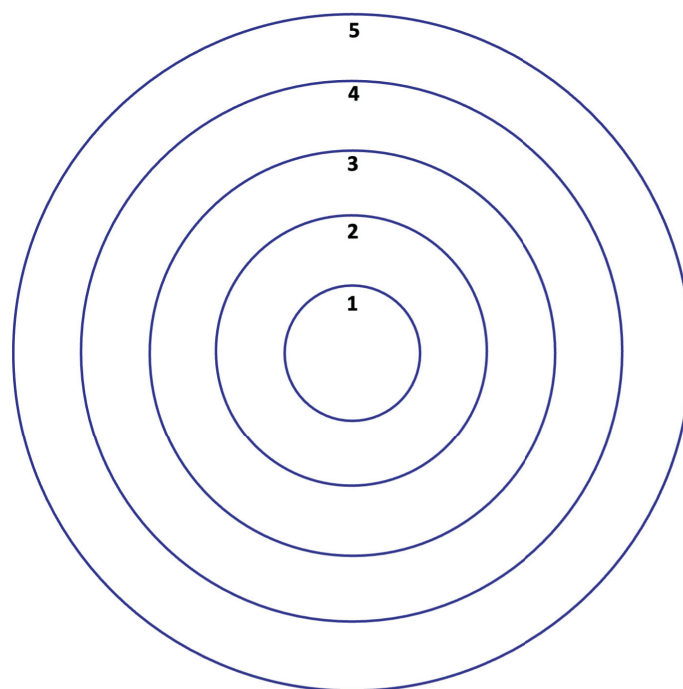
ACTIVITY AND
DECISION - MAKING



SOCIAL-
COMMUNICATIVE



METHODOLOGICAL
AND PROFESSIONAL



YOUR SCORE:

Indicator	Competence level
1	Novice
2	Beginner
3	Competent
4	Proficient
5	Expert

3.

FURTHER RECOMMENDATIONS FOR COMPETENCE IMPROVEMENT

With your competence profile in hand, you might be interested in improving certain competence areas. For different competence levels, you can find:



Books/Handbooks/Articles

Different materials with theoretical information, e.g. books and articles with theoretical insights or scientific findings; guidelines on the topic of trauma; policy documents; etc.



Ready-to-use Materials

Different types of materials that you can directly implement in practice, e.g. work-sheets, digital tools, videos, etc.



Tips and Tricks

Suggestions/advices from the experts in trauma-informed practice, childcare, and social work on how you can improve your competence.

NOVICE

Books/Handbooks/Articles

- Drexel University School of Education (n.d.) *The Importance of Diversity & Multicultural Awareness in Education*. Available at: <https://drexel.edu/soe/resources/student-teaching/advice/importance-of-cultural-diversity-in-classroom/>.
In this section, you will find information about types of Cultural Diversity in the classroom and the way you can promote Diversity and Multiculturalism.
- Javier García Castaño, F., Rubio Gómez, M. & Bouachra, Q. (2015) 'Immigrant Students at School in Spain: Constructing a Subject of Study', *Two Homelands*, 41(41), pp. 35–46. Available at: https://www.researchgate.net/publication/272621757_Immigrant_Students_at_School_in_Spain_Constructing_a_Subject_of_Study
- Worthy, L.D., Lavigne, T. and Romero, F. (2020) *Stereotypes, prejudice and discrimination*. Available at: <https://open.maricopa.edu/culturepsychology/chapter/stereotypes-prejudice-and-discrimination/> (Accessed: 4 November 2024).
In this section, the terms of prejudices, stereotypes and discrimination are explained, using examples.

Ready-to-use Materials

- Axner, M. (n.d.) *Section 1. Understanding Culture and Diversity in Building Communities*. Available at: <https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/culture-and-diversity/main>
You will get a deeper understanding of different cultures. You will learn how to support people in building strong, diverse communities.
- ISOTIS (2019) *Looking at the world with other glasses: how to understand cultural misunderstanding*. May 16, 2019. Available at: <https://www.youtube.com/watch?v=WvZityEriI0>
- FSAE (n.d.) *Quiz: Understanding Unconscious Bias*. Available at: <https://fsae.memberclicks.net/assets/DEI/Quiz-Unconscious%20Bias.pdf> (Accessed: 26 October 2024).
The interactive quiz helps individuals recognize their own unconscious biases and promotes self-awareness regarding stereotypes and prejudices, making it a valuable tool for educators aiming to foster an inclusive learning environment.
- Teachings in Education (2022) *Teaching Culturally Diverse Students*. Available at: <https://www.youtube.com/watch?v=UFyCpEpiKY>
In this video, you will find tips and suggestions on how to build safe and positive multicultural class – community.

Tips & Tricks

- ✓ Reflect on your own cultural background and biases. Consider how these might influence your interactions with students from different cultures. For example, try keeping a reflective diary. Pay attention to your thoughts or the words you use in your daily interactions with children. Write down what you notice and see if your behaviour is driven by certain stereotypes. Share your thoughts and concerns with your closest friends or colleagues as a first step towards overcoming them.
- ✓ Learning about the cultural backgrounds of the children in your care. Simple conversations with parents and children can reveal valuable insights. Consider keeping a "cultural cheat sheet" with key information about each child's background. Share insights with colleagues to ensure everyone is aware of cultural nuances.
- ✓ Prepare a world map and help all children to attach a tag with the name on the country of origin. You may also encourage them to tell something about their country. At the end, you can ask children to say what new things they learned about new countries or what they liked best.
- ✓ Familiarise yourself with the concept of cultural safety. Read articles, watch videos, and attend workshops on the topic.

BEGINNER

Books/Handbooks/Articles

- Anti-Defamation League (2024) *ADL Education: Anti-Bias Learning Framework*. Available at: <https://www.adl.org/resources/tools-and-strategies/adl-education-anti-bias-learning-framework> (Accessed: 26 March 2025)
- European Commission: Directorate-General for Education, Youth, Sport and Culture (2016) *Cultural awareness and expression handbook: open method of coordination (OMC) working group of EU Member States' experts on 'cultural awareness and expression'*. Publications Office of the European Union. Available at: <https://op.europa.eu/en/publication-detail/-/publication/6066c082-e68a-11e5-8a50-01aa75e-d71a1> (Accessed: 6 December 2024).
- Networkx Training Academy (2023) *Promoting Diversity Equity and Inclusion in Early Childhood Education*. Available at: <https://www.youtube.com/watch?v=i0cBQYXUnYM>
This video explains the ways that schools and teachers can provide safe and friendly school environment in multicultural society.

Ready-to-use Materials

- Dari, L. (2023) *Diversity and Equity in Education: Fostering Inclusive Learning Environments*. Available at: <https://www.teacheracademy.eu/blog/inclusive-learning/>
In this part you will find information about diversity in education and in what way we can celebrate differences but also enhance educational excellence.
- Intercultural Learning for Pupils and Teachers (n.d.) *Intercultural learning Classroom activities*. Available at: <https://intercultural-learning.eu/wp-content/uploads/2018/11/ICL@School-Toolbox-final-1.pdf>
This report contains a selection of the classroom activities aimed at supporting school heads, teachers and educators in including intercultural learning in any activity run at school.
- Teachings in Education (2022) *Teaching Culturally Diverse Students*. Available at: <https://www.youtube.com/watch?v=UFyCpEpiKY>
In this video, you will find tips and suggestions on how to build safe and positive multicultural class – community.
- Winter bloomers (2021) *WHAT IS STEREOTYPE? – Intro for young children*. Available at: <https://www.youtube.com/watch?v=l1N81MB3EWs> (Accessed: 26 October 2024).
This educational video explains the concept of stereotypes, illustrating how they can lead to unfair assumptions about individuals based on their backgrounds. It encourages children to think critically about their own views and promotes an understanding of diversity.

Tips & Tricks

- ✓ Organize a Day of Cultures and Languages and ask parents to prepare dishes or costumes specific to the country they are coming from. During the event, each family tells about local dishes and costumes. In this way, students learn about the culture of different countries and learn respect and tolerance. Such event also promotes the integration of the school environment.
- ✓ Create a classroom environment that is welcoming and inclusive for all students. Display diverse images and resources, and incorporate different cultural perspectives into your lessons.
- ✓ Encourage children to bring something from home that represents their cultural background (e.g., food, traditional clothing) and explain it to their peers. This activity fosters mutual understanding and respect for diversity. Rotate the items weekly, ensuring every child has a chance to share.

COMPETENT

Books/Handbooks/Articles

- Allen, R., Shapland, D. L., Neitzel, J., & Iruka, I. U. (2021) *Creating anti-racist early childhood spaces*. YC Young Children.
- Banks, J.A. (2008) 'Diversity, Group Identity, and Citizenship Education in a Global Age', *Educational Researcher*, 37 (3), pp. 129–139.
The author of this article questions liberal, assimilationist conceptions of citizenship and civic education. He contends that civic education should be reformed to reflect the home cultures and languages of students from different groups, and argues that group rights can help individuals achieve structural equality.
- Derman-Sparks, L. and Edwards, J. O. (2010) *Anti-Bias Education for Young Children and Ourselves*. Washington, D.C.: National Association for the Education of Young Children. Available at: <https://www.antibiasleadersece.com/wp-content/uploads/2015/01/what-is-ABE-derman-sparks.pdf> (Accessed: 26 March 2025).
This resource guides educators in helping young children understand diversity and embrace differences, providing practical strategies to counter bias and foster inclusivity from a young age.

Ready-to-use Materials

- Batool, F., Musamod, H., & Taibi, H. (n.d.) *Living in Multicultural Schools: Handbook for Teachers*. Available at: https://www.micreate.eu/wp-content/img/English%20manual%20for%20teachers_june%2014_2022%20OFFICIAL.pdf
- Natick Children's House (n.d.) *Embracing Diversity: The Importance of Cultural Diversity in the Classroom* (2024). Available at: <https://www.natickchildrenshouse.com/blog/embracing-diversity-the-importance-of-cultural-diversity-in-the-classroom.html>
In this blog you will find information about the benefits related to diverse educational environments.
- Sweeney, J. (2023) *The Importance of Cultural Diversity in Classrooms*. Available at: <https://owis.org/sg/blog/the-importance-of-cultural-diversity-in-classrooms/>
This resource points to benefits we can achieve on having multicultural school society.
- Young, C. (2021) *Baby, You're a Young Gifted Black: A Mirror Book*. London: Pavilion Books. <https://www.amazon.de/Baby-Young-Gifted-Black-Mirror/dp/0711261415> (Accessed: 26 October 2024).
This book provides positive representations of Black cultural identity, challenging stereotypes and promoting self-acceptance among young readers.

Tips & Tricks

- ✓ In the plan of integration activities, it is worth organizing games for students in the framework of "local, cultural games". Parents can be invited to lead a game characteristic for the country of origin (for example: a Spanish game – El juego del pañuelo). Such exercises can promote cross-cultural integration.
- ✓ Use culturally responsive teaching strategies. This means adapting your teaching methods to meet the needs of students from different cultures.
- ✓ Be mindful of your language and communication style. Avoid using slang or idioms that students may not understand.
- ✓ Set up a "Cultural Heritage Day" where each child is encouraged to share stories, photos, or objects from their family's culture. This event can help children learn from each other in a respectful and celebratory way. Engage parents and caregivers by inviting them to participate and share their own stories.

PROFICIENT

Books/Handbooks/Articles

- Lehmann, B. (2007) *Anti-Bias Approaches in the Early Years*. London: Redleaf Press. Available at: <https://www.lehmans.de/shop/sozialwissenschaften/2834747-9781899120840-anti-bias-approaches-in-the-early-years> (Accessed: 26 October 2024). This handbook offers information and practical activities for those who want to tackle discrimination and allow children to think and reflect on their experiences of differences in relation to ethnicity, disability, and gender.
- Manzoni, C., & Rolfe, H. (2019) *HOW SCHOOLS ARE INTEGRATING NEW MIGRANT PUPILS AND THEIR FAMILIES*. National Institute of Economic and Social Research. Available at: <https://niesr.ac.uk/wp-content/uploads/2021/10/MigrantChildrenIntegrationFinalReport-4.pdf?ver=hv65XB1gs72hLtaFM3i9>
- Rogahang, S.S.N., Paramansyah, A., Rachmawati, B., Iqbal, M. & Judijanto, L. (2023) 'Inclusive Education Practices: Fostering Diversity and Equity in the Classroom', *Global International Journal of Innovative Research*, 1(3), pp. 260–266. Available at: https://www.researchgate.net/publication/377345021_Inclusive_Education_Practices_Fostering_Diversity_and_Equity_in_the_Classroom. This article explores inclusive education practices, focusing on supporting diversity and equity in the classroom.

Ready-to-use Materials

- Bino and Fino (2017) *Bino & Fino Compilation – Fun, Educational Cartoon About Africa*. Available at: <https://www.youtube.com/watch?reload=9&app=desktop&v=Bc2SJmV3fk&t=18s> (Accessed: 26 March 2025). This animated series features Bino and Fino, two Nigerian children, exploring themes of cultural diversity, heritage, and acceptance, helping young viewers understand and appreciate different cultures while addressing stereotypes and prejudices.
- Continental (2023) *11 Ways to Celebrate Cultural Diversity in the Classroom*. Available at: https://www.continentalpress.com/blog/cultural-diversity-in-the-classroom/?srsltid=AfmBOook5qHEM3t6OBXN-P0hos_Mjvs_t6WmJumQolnuONbOKcoHqekfJ. This resource provides practical tips on how to organise and lead multicultural class and benefit from multicultural experience.
- Dynamics International School (2023) *Celebrating Differences: The Importance of Promoting Cultural Diversity and Inclusion in Education*. Available at: <https://www.dynamics.edu.sg/resources/celebrating-differences.html#> This resource explains why it is important to promote cultural diversity and inclusion in school community.
- Summary of activities – Manual for Human Rights Education with Young people – www.coe.int. (2014) *Manual for Human Rights Education with Young People*. <https://www.coe.int/en/web/compass/list-of-activities> Educational programmes and activities that focus on promoting equality in human dignity related to human rights.

Tips & Tricks

- ✓ Create opportunities for students to share their cultural perspectives. This could be through class discussions, presentations, or projects.
- ✓ Be open to learning from your students and their families. They are the experts in their own culture.
- ✓ Create classroom projects where children research and present on different cultures. This can be done through group activities that allow children to explore aspects such as food, traditions, and languages of other countries. Use multimedia presentations (videos, slides) to make the activity more engaging for children.
- ✓ Exercise **"How are you different from others?"** is a good starter for talking about differences between people (not only in the cross-cultural sense). Here are simple instructions on how to carry out the activity: *Students sit in groups of five or six. The teacher gives them a sheet of paper. The students' task is to draw a flower (with as many petals as there are people in the group) and a stem with two leaves. Each petal is signed with the name of the next participant of the game. The student writes in his petal what makes him different from other people in the group. It is supposed to be something characteristic only for that person, such as "I am the only one child," "I have read all of Tolkien's books," "I raise peacocks," "I broke my right arm." In the centre of the flower, students write the qualities that unite everyone, e.g. each of us is a student of this class, we like school trips, we dream of vacations, etc. On the leaves, each group writes a jointly invented slogan.*

EXPERT

Books/Handbooks/Articles

- European Commission/EACEA/Eurydice (2023) *Promoting Diversity and Inclusion in Schools in Europe*. Available at: <https://eurydice.eacea.ec.europa.eu/publications> (Accessed: 26 March 2025)
The report examines the role of education in addressing and overcoming prejudice and stereotypes, providing actionable recommendations for fostering an inclusive environment that respects cultural diversity and promotes mutual understanding among students.
- Johnson, P. (2016) 'Fostering Culturally Diverse Learning Environments', IDRA newsletter, 43 (7). Available at: <https://files.eric.ed.gov/fulltext/ED581443.pdf>
The article provides information on key factors that provide educational opportunities for all students regardless of cultural background.
- Titley, G. and Lentin, A. (2008). *The politics of diversity in Europe*. Strasbourg: Council of Europe. Available at: https://pjp-eu.coe.int/documents/42128013/47261677/Politics_diversity.pdf/91f9948e-46aa-4028-b517-802be2aa3104?t=1377600505000

Ready-to-use Materials

- Kampen, M. (2020) *7 Ways to Support Diversity in the Classroom [With Examples]*. Available at: <https://www.prodigygame.com/main-en/blog/diversity-in-the-classroom/>
This resource delivers tips and suggestions on how to encourage a culture of diversity in your school.
- Koori Curriculum (n.d.) *Koori Curriculum Podcast*. Available at: <https://kooricurriculum.libsyn.com/> (Accessed: 26 October 2024).
The podcast series explores ways to incorporate Indigenous perspectives into early childhood education, focusing on overcoming stereotypes and promoting cultural awareness among young learners.
- Multicultural Classroom (2024). *The Blog*. Available at: <https://www.multiculturalclassroom.com/blog>
- TEDx Talks (2021) *Affirming Diversity In The Classroom Why it Matters to Your Students* | Nadiyah Herron | TEDxCSUSB. Available at: <https://www.youtube.com/watch?v=fqUPSnSTFKE>
In this video, you will learn why it is crucial to develop inclusive, equitable, diverse teaching practices in the classroom.

Tips & Tricks

- ✓ Mentor newer colleagues in best practices for fostering cultural diversity. Share successful classroom strategies and organize intercultural workshops for the staff. Leading by example ensures that inclusivity and diversity are a consistent focus across the institution.
- ✓ It would be interesting for you to participate in an educational blog where you can share your experiences and learn from the good practices of other teachers.
- ✓ Build partnerships with community organizations to bring external expertise into the classroom and broaden students' cultural horizons.
- ✓ **Try this exercise!**
Cultural Treasures
The teacher prepares a small sheet of paper or notebook for each participant.
Task to do: Ask participants to write down one or two "cultural treasures" from their lives that hold special meaning. These could be family traditions, a culinary recipe, a story related to their country, language, or religion.
Discussion:
After a few minutes, invite participants to share their "treasures" with the group. Ask the question: "What surprised you about the experiences of others? What new have you learned?"

The material was created within the Erasmus+ Project INDEAR – Inclusion and diversity in early childhood education (KA220-BY-23-25-161951).

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PUBLISHED:

2025



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Project number: KA220-BY-23-25-161951



Co-funded by
the European Union