



Self-assessment Tool

**Annex 2: Self-assessment - Culture
(print)**



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Self-Assessment for Childcare Professionals: Culture

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.

Instructions

The self-assessment contains **31 statements**. Please read each statement carefully and rate how much you agree with a statement on a scale of 1 to 5 (*1 – strongly disagree; 2 – disagree; 3 – neutral; 4 – agree; 5 – strongly agree*).

For completing the form, you will need approximately **10 – 15 minutes**.

At the end of the form, you will find step-by-step instructions on how to calculate and interpret your results, as well as recommendations for further reading and competence improvement.

NOTE: 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, etc.). Try to be objective and honest with yourself to get the most reliable results.

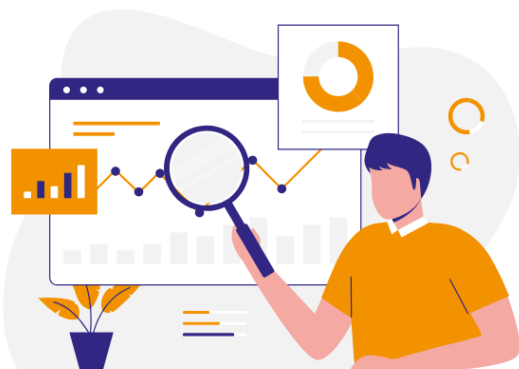
CULTURE	1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
♥ I accept and respect different cultural backgrounds (practices, values, traditions) of the children in my care and their families.					
🔗 I can explain different personal changes an individual can experience when encountering 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.					
🧩 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 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 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.					
🎭 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.					

<p>🗣️ I can encourage the 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.</p>					
<p>🗨️ I can cooperate with experts such as psychologists, social workers or cultural scientists to address challenges and provide appropriate support.</p>					
<p>♥️ I search for information about the different cultures and languages of the children I work with, using various sources (e.g. internet, books, scientific magazines) to facilitate communication and understanding.</p>					
<p>🔍 I can critically review learning content (i.e., books, posters, rhymes, songs, etc.) to eliminate hidden messages related to cultural prejudices and stereotypes.</p>					

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

Interpretation of the results



Follow the steps below 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
- Neutral = 3 points
- Agree = 4 points
- Strongly agree = 5 points

TOTAL NUMBER OF
POINTS

The maximum number of points is 155.

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 (❤️), methodological and professional (🔍), activity and decision-making (🎲) and social-communicative (🗨️) competences.

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

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.
🗨️	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.

	<p>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.</p>
	<p>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.</p>

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.

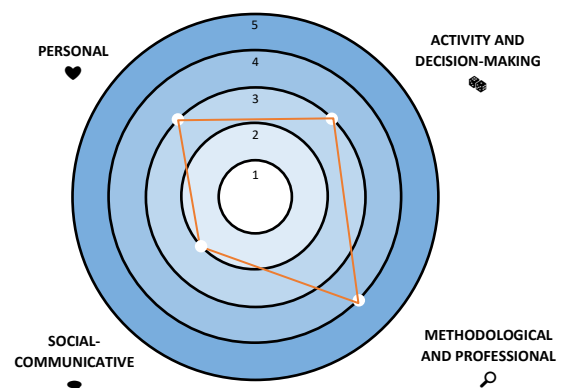
EXAMPLE

♥ = Competent (3)

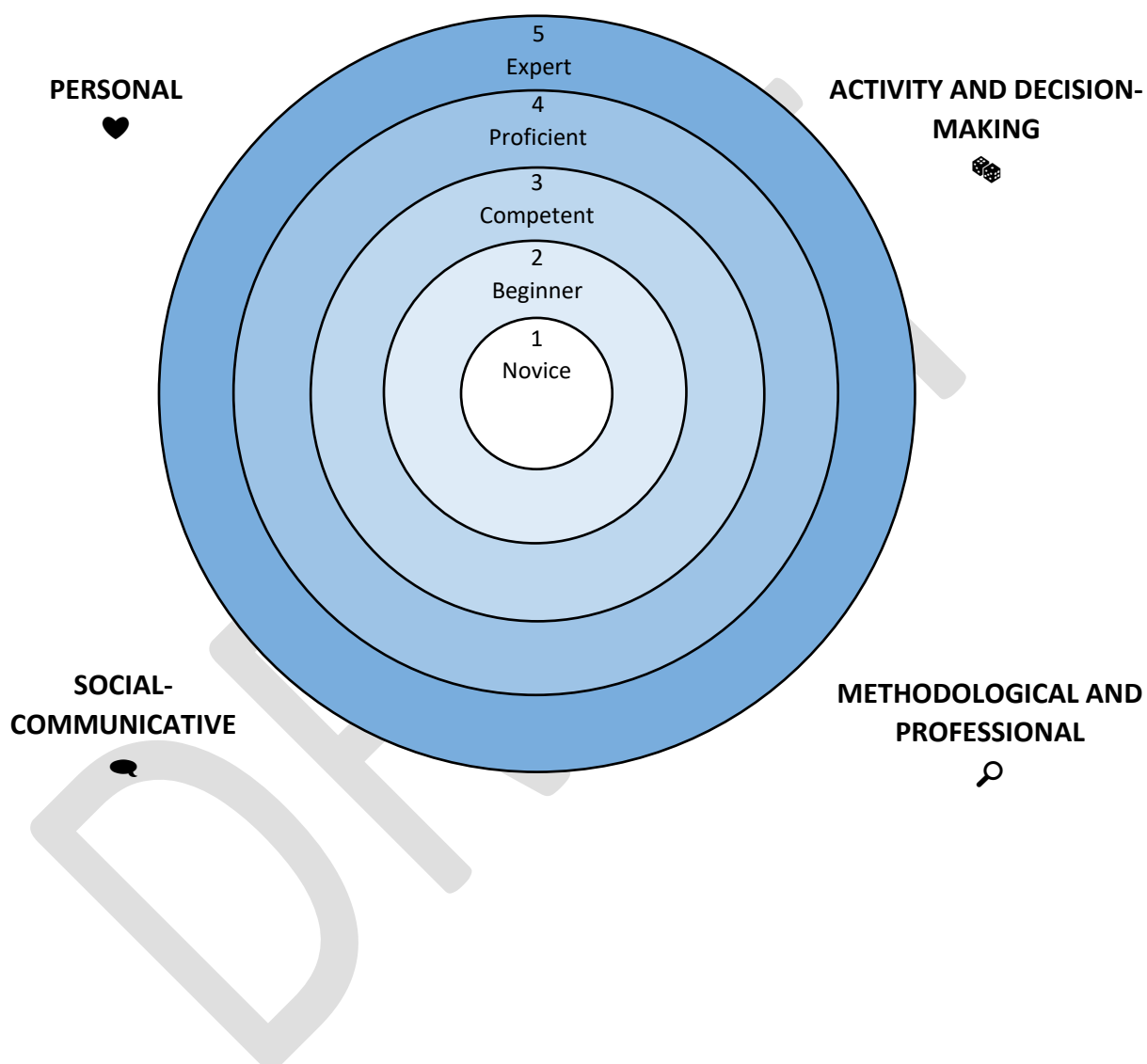
🔍 = Proficient (4)

🎲 = Beginner (2)

🎯 = Competent (3)



Create your diagram!



STEP 6: Further recommendation for competence improvement

As you have now created your diagram showing your competence profile in the topic of Culture you might be interested in improving certain competence areas. In the following, you can find further recommendations:

NOTE: *Below is provided an example of recommendations the users will receive. This part will be updated once we analyse collected resources for the upskilling course and self-assessment tool. For each competence level, different recommendations will be given.*

E.g. Book/Handbook/Article

☐ Connolly, P. (2002) *Fair Play: Talking With Children About Prejudice and Discrimination*. Belfast: Barnardo's Parenting Matters and Save the Children.

E.g. Activity

🎭 Storytelling

Abbott, R. (2020) *Anna learns a new language*. Luxembourg: Publications Office of the European Union. https://learning-corner.learning.europa.eu/learning-materials/anna-learns-new-language_en

E.g. Connection to the upskilling course

💡 Check out Module 1 of our Upskilling Course to get familiar with different methods and activities supporting and promoting cultural diversity in childcare. For five different sub-topics, you can find theoretical input, interactive activities and recommendations for further reading. All learning materials are available on the following website: *(link to be inserted)*.



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