

CULTURAL COMPETENCY REFLECTION

Activity: Non-Disclosure Activity

Students reflect their answers to the following. Answer honestly and be willing to explore further cultural competency areas you feel you can develop and reflect upon further .

As an Educator, can I?

1. Stand back, examine and discuss objectively my own ethnicity and culture?
2. Be comfortable sharing feelings and experiences about my first awareness of difference?
3. Discuss my understanding of how stereotyping, prejudice and discrimination work in society?
4. Explain what stereotyping, prejudice, discrimination, racism, sexism and homophobia mean?
5. Stand up for myself if I am a target of stereotyping, prejudice or discrimination due to my gender, ability, physical appearance, ethnicity, sexuality, family status or class?
6. Identify unfair and untrue images, comments and behaviours made about people from minority backgrounds in discussions, on the TV or radio, in newspapers, or on social media?
7. Identify and empathise with adults and children affected by stereotyping, prejudice, discrimination and racism, sexism, or homophobia, and understand the impact of these?
8. Recognise, acknowledge and understand influences on children's attitudes and values from home, the early childhood service, community, media and the wider world?
9. Identify and discuss what constitutes acceptable and non-acceptable behaviours in a professional context, e.g. discussion in a team situation regarding a family?
10. Recognise that there are unequal power relations within society?
11. Demonstrate and support children to understand stereotyping and prejudice in a meaningful and age-appropriate manner?
12. Demonstrate and support children to stand up for themselves in difficult situations, including prejudice and discrimination, in a meaningful way that is appropriate to their age and stages of development?

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13. Recognise where messages about diversity came from in my life, and explore any misinformation, stereotypes, or prejudices that I have learned?

14. Explain how my beliefs affect my work with children and families?

15. Recognise excuses or objections in order to avoid working with diversity, equality and inclusion by myself or others?

As an Educator do I have the skills to?

15. Gather background information on all the children in the setting, including information about their ethnicity, cultural heritage, language, class and ability?

16. Create an environment that reflects each child's identity in the early childhood service?

17. Support the home culture and the child's and family's funds of knowledge?

18. Empower children and others to stand up for themselves in difficult situations?

19. Use non-verbal forms of communication, along with verbal communication?

20. Recognise negative attitudes when they arise, and develop strategies to address them?

21. Reflect on everything the children experience in the service, in order to identify any bias from a gender, culture, disability, family structure or religious perspective?

h) Promote the involvement of the local community and address the positive impact that each person can make in the community and society?

22. Challenge bias, stereotyping, prejudice or any form of discrimination among staff, parents or children in the service?

23. Ensure that routine activities offer opportunities to reflect diversity of background, religion, skin colour, family structures, language, culture or disability in a positive way that will help all to become aware of and respectful of differences?

24. Create an inclusive environment that illuminates a climate of respect and recognition for all children in the service?

25. Support each child to achieve their full potential and ensure that learning experiences are suited to their holistic development, while recognising the diversity of children?