

PURPOSE AND USE OF EARLY CHILDHOOD CULTURAL COMPETENCE SCAN

The purpose of the Early Childhood Cultural Competence Scan is to get an overall sense of the cultural competence of an early childhood center or family child care home in order to enhance quality and strengthen their responsiveness to the children and families they serve. It provides observable indicators that can provide a picture of culturally competent practices and policies.

This scan can be used during visits to program to sharpen our focus on aspects of cultural competence, identify areas of discussion with staff, to offer resources and support if appropriate, and to learn from programs that are strong in their cultural responsiveness to children and families. This is designed as primarily an observational tool, so you may actually see the items or see evidence of an item. For example, you may not see families engaged in activities but see signs or notices about activities.

This scan is not an assessment instrument and should not be used to give a program a score. The ratings are a way of being able to identify strengths and areas to be improved and to open relevant conversations that can lead to greater understanding and change.

The comment section can be used to note observations, raise questions or reflect on the process.

Notes: In the ECCC Scan, learning environment includes the indoor and outdoor physical environment, planned learning opportunities, routines, social-emotional climate and adult and child relationships. Program includes the overall physical space, procedures, policies, relationships, mission and presence in the community.

In the indicators, the terms culturally, ethnically or linguistically diverse primarily means they reflect and are responsive to the cultures of the current children and families in the classroom or program.

EARLY CHILDHOOD CULTURAL COMPETENCE SCAN

The five item tool below is designed to get an overall sense of cultural competence in an early childhood program or family child care home. This is a guide that enhances our sensitivity and ability to get an initial sense of how responsive to culture the program is at the point in time you visit.

FIVE ITEM SCAN

Use the Likert scales listed before each of the five areas to rate each of the five items.

- 1 = No indicators observed**
- 2 = 1 - 3 indicators observed**
- 3 = 4 - 6 indicators observed**
- 4 = 7 - 8 indicators observed**
- 5 = All indicators observed**

1. In a culturally responsive physical learning environment you will see:

- Everyday objects, areas and routines are referred to in spoken and written first languages of the children.
- Learning activity plans that reflect and include the cultural and linguistic diversity of the children in the group.
- Learning materials reflect a variety of cultures. Learning materials includes music/musical instruments, games, tools, construction materials, dramatic play props.
- Books that reflect and transmit authentic cultural traditions, folktales and current depictions of the family life of the cultures of children in the classroom.
- Child and/or family made images of child and family, which are prominently displayed.
- Cultural and ethnic diversity in creative expressions (visual art, music, dance, performances, stories, etc)
- Cultural and ethnic variety in menus, food preparation, and eating/feeding practices.
- Learning materials do not portray stereotypes and are accurate in portraying how people live, work, play, etc as demonstrated in visual representations, stories, books, songs, etc.),
- Variations in how and where children eat and sleep.
- Variations in furniture type, room arrangements, routines and schedules that reflect cultures that are both collective and independent.
- Accommodations for parents or other family members with disabilities is provided.

- 1 = No indicators observed**
- 2 = 1 - 3 indicators observed**
- 3 = 4 - 6 indicators observed**
- 4 = 7 - 8 indicators observed**
- 5 = All indicators observed**

Rating for item #1: _____

Comments:

2. In a culturally responsive learning environment, you will hear:
- Sounds of laughter/happiness/excitement/playfulness.
 - Multiple languages that reflect the dialect, phrases and speech patterns of children in the group.
 - Children being read to in their first language from books written in their first language.
 - Sign language (as a form of communication)
 - Respectful, responsive, engaging language between:
 - Teacher <-> teacher
 - Teacher <-> child
 - Child <-> child
 - Teacher <-> child <-> family members <-> therapist
 - Adults using language that affirms, encourages, guides, respects children and adults as individuals with knowledge, skills and gifts.
 - Adults providing feedback that is descriptive, relevant, specific, meaningful and authentic.
 - Children using their first language, dialect, styles and expressing his/her culture and traditions.
 - Children using expressive verbal and non-verbal language to describe feelings.

1 = No indicators observed

2 = 1 - 2 indicators observed

3 = 3 - 5 indicators observed

4 = 6 - 7 indicators observed

5 = All indicators observed

Rating for item #2: _____.

Comments:

3. In a culturally responsive early childhood program, you will see family members, staff and community members:

- Hosting/celebrating cultural events reflecting cultures and ethnicities in the program and community.
- Involved in supporting the program through fundraising, volunteering, recruiting families and staff, speaking about the program, advocating for teachers, etc.
- Speaking their first language and being understood.
- Being engaged in children's learning in a variety of ways, e.g. sharing with staff and children cultural knowledge, sharing skills, contributing cultural materials and resources, interpreting written materials.
- Serving in program leadership roles, e.g. planning menus, creating displays for classrooms, developing policies, influencing curriculum.
- Sharing ideas and resources with each other.
- Engaged in discussions about child rearing and the practices of the families in the program.
- Eating lunch with children

1 = No indicators observed

2 = 1 - 2 indicators observed

3 = 3 - 4 indicators observed

4 = 5 - 6 indicators observed

5 = All indicators observed

Rating for item #3: _____

Comments:

4. In a culturally responsive early childhood program, you will see teachers/administrators/staff:
- Engaging in on-going professional development related to cultural competence.
 - Having conversations with children and families in their first language and/or dialect.
 - Using appropriate cultural greetings to children and family members.
 - Administrators recruit and hire staff that share the culture/language of the children served.
 - Administrators fully support staff in to serve all children in a culturally responsive manner.
 - Implementing curriculum that allows children to explore and respect their culture and develop respect for cultures different from their own.
 - Exhibiting culturally responsive characteristics including enthusiasm, curiosity, desire, awareness, open-mindedness, and self-reflection.
 - Being advocates for changes and improvements to better serve children of all cultural backgrounds in the program.
 - Intentional, regular and diverse ways of gaining input and suggestions from family members and staff.
 - Adults using effective communication and problem-solving skills.
 - Written communications with parents or other family members with limited English proficiency provided in their native language.
 - Interpreters used during oral communication with parents or other family members with limited English proficiency.

1 = No indicators observed
2 = 1 - 3 indicators observed
3 = 4 - 6 indicators observed
4 = 7 - 10 indicators observed
5 = All indicators observed

Rating for item #4: _____

Comments:

5. In a culturally competent early childhood program, most children are:
- Smiling and being playful.
 - Playing in most areas of the learning environment.
 - Actively engaged in planned learning activities.
 - Noticing and communicating (verbally/non-verbally) about images of their families and communities.
 - Developing social skills and friendships across cultural differences.
 - Noticed for their particular skills and gifts.
 - Approaching adults and initiating engagement.
 - Guided and taught in response to inappropriate behavior.
 - Affirmed and appreciated in their learning process.
 - Invited to express culturally appropriate affection with children and adults.
 - Spontaneous and expressive in their way.
 - Using first language.

1 = No indicators observed
2 = 1 - 3 indicators observed
3 = 4 - 6 indicators observed
4 = 7 - 10 indicators observed
5 = All indicators observed

Rating for item #5: _____

Comments: