

Mariemont City School District

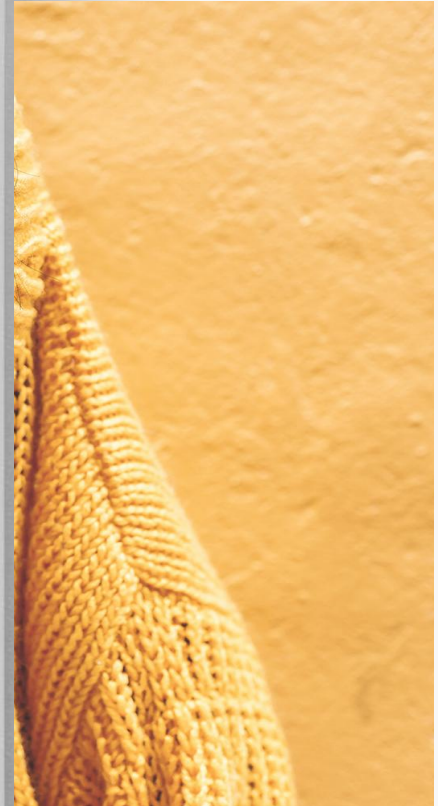
**Global & Cultural
Perspectives
2020-2021**

The **Vision** of the **Global and Cultural Perspectives Committee** is to build an **equitable, inclusive** and **responsive** learning community that **values** the **dignity** and **uniqueness** of all **students, staff** and **members of the community**.



District & Building Level Global & Cultural Perspectives Committee Members

- Superintendent
- Building & Central Office Administrators
- Board Member
- Teachers From HS, JH, TPE & ME
- Counselor, & School Psychologist
- Support Staff Members
- Parents
 - participated in some of our training sessions during the 2019-2020 school year.
 - participated during our 1st year when the committee was created



Cultural Proficiency Continuum

THE CULTURAL PROFICIENCY CONTINUUM: DEPICTING UNHEALTHY AND HEALTHY PRACTICES

Cultural DESTRUCTIVENESS	Cultural INCAPACITY	Cultural BLINDNESS	Cultural PRECOMPETENCE	Cultural COMPETENCE	Cultural PROFICIENCY
COMPLIANCE-BASED TOLERANCE FOR DIVERSITY			TRANSFORMATION FOR EQUITY		
<p>Cultural destructiveness: Seeking to eliminate references to the culture of “others” in all aspects of the school and in relationship with their communities.</p>	<p>Cultural incapacity: Trivializing “other” communities and seeking to make them appear to be wrong.</p>	<p>Cultural blindness: Pretending not to see or acknowledge the status and culture of marginalized communities and choosing to ignore the experiences of such groups within the school and community.</p>	<p>Cultural precompetence: Increasingly aware of what you and the school don’t know about working with marginalized communities. It is at this key level of development that you and the school can move in a positive, constructive direction, or you can vacillate, stop, and possibly regress.</p>	<p>Cultural competence: Manifesting your personal values and behaviors and the school’s policies and practices in a manner that is inclusive with marginalized cultures and communities that are new or different from you and the school.</p>	<p>Cultural proficiency: Advocating for lifelong learning in order to be increasingly effective in serving the educational needs of the cultural groups served by the school. Holding the vision that you and the school are instruments for creating a socially just democracy.</p>

SOURCE: Adapted from Terrell & Lindsey, 2009.

Magnifying Glass

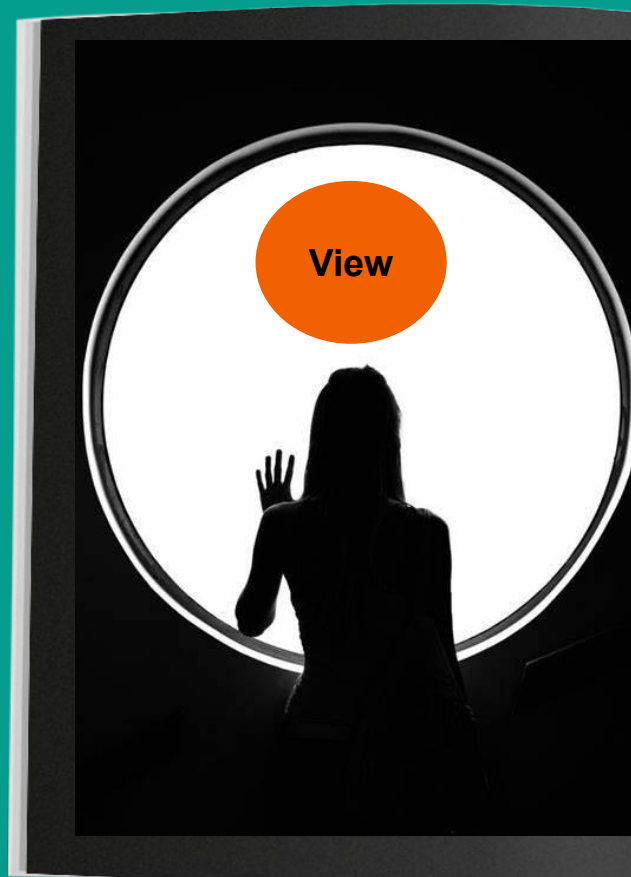
“Identify and examine the racist policies and practices that are embedded within the fabric of this nation and even within our district.”





Look In the Mirror

“Locate yourself in the work of stamping out racist thoughts and actions.”



Window with a View

Windows offer a view into someone else's experience. "We cannot truly learn about ourselves unless we learn about others as well." (Emily Style Seed Project)



We must understand our own identities, beliefs & values and recognize how this influences what we say and do.

Identity

"Our ongoing examination of who we are in our full humanity, embracing all of our own identities, creates the possibility of building alliances that may ultimately free us all."

-Dr. Beverly Daniel Tatum "The Complexity of Identity. Who Am I?"

Conditions for Successful Dialogue

Brave & Courageous Conversations

Be present as fully as possible.

Be here with your doubts and fears as well as your convictions, your listening as well as your speaking

Experience Discomfort

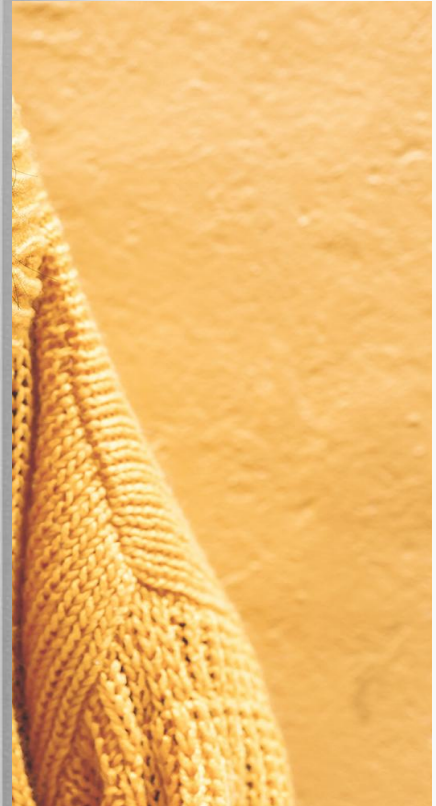
Lean into the discomfort of these courageous conversations. Pay close attention to your own reactions and responses.

Speak Your Truth

Speak from your own experiences by using "I" statements, trusting people to do their own sifting.

Expect and Accept Non-Closure of the Discussion

If you feel defensive ask yourself, "I wonder what brought that person to this belief?" "I wonder what my reaction teaches me about myself?"



Learning & Listening

Global & Cultural Perspectives Feedback

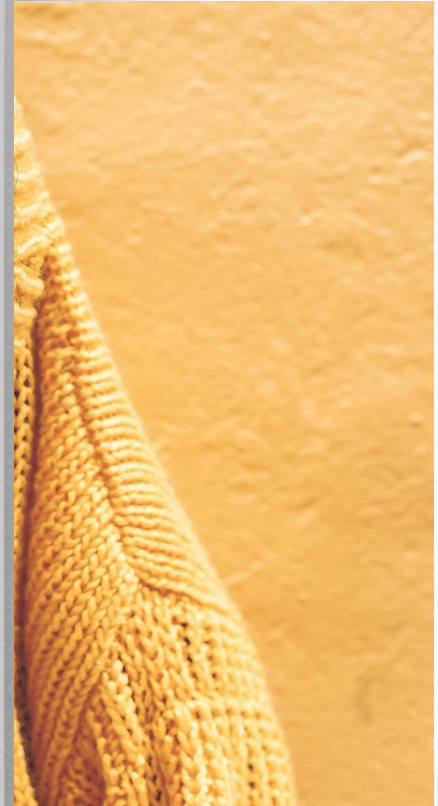
- ❑ **Change the Mascot-** "The image of a Native American used as Mariemont's mascot and practices such as the "pow-wow" and "warrior chop" actively promote **cultural appropriation in the community.**" (Definition of Cultural Appropriation: the unacknowledged or inappropriate adoption of the customs, practices, ideas, etc. of one people or society by members of another and typically more dominant people or society)
- ❑ **Implement programs, policies, practices that dismantle racism and racist behavior-** "Noticed instances of marginalization, most recently outdated terms and devaluation of the concerns of people of color (POC)."



Listening & Learning

Global & Cultural Perspectives Feedback

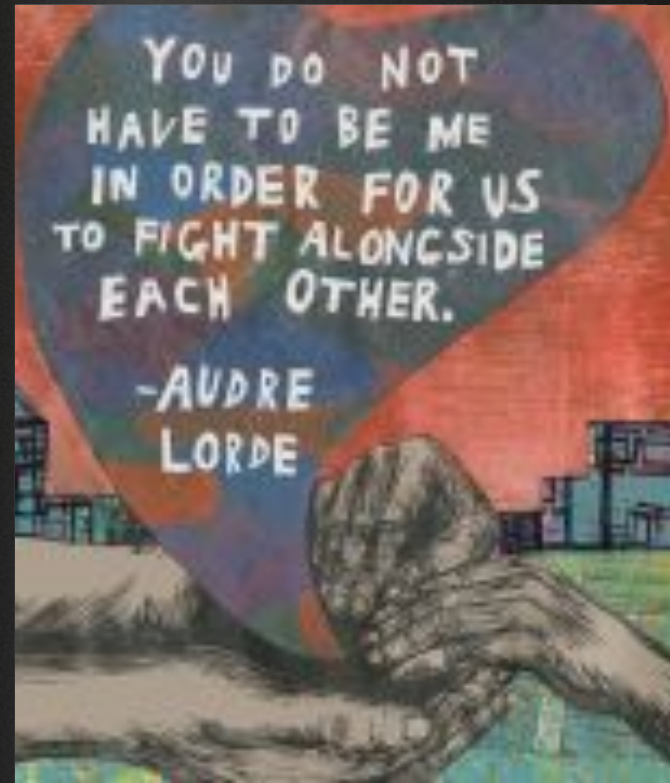
- ❑ **Teach about our past and the history of Mariemont being a Sundown Town- "It is the district's responsibility to bolster its curriculum in ways that can allow students to be exposed to the realities of the world outside of the "Mariemont Bubble."**
- ❑ **Educate teachers on anti-racism and anti-bias education and develop an anti-racist curriculum that is taught in classrooms- "It is important that as we strive to improve our future and forge new paths we acknowledge the past."**




Promoting A Culture of Healing

Setting A Positive Tone

How do we ensure that our statements of what we stand for match with what each of our students, staff & community see, hear, feel & experience?



The Path Forward



The way to right wrongs is to
turn the light of truth upon them.

Ida B. Wells

Quoted.org

District Action Steps

2020-2021

- ❑ Continue providing ongoing professional development opportunities for staff and the administrative team
- ❑ Develop a global/cultural staff toolkit to assist with the consistency of global/cultural teaching, resource selection and curriculum development.
- ❑ Create a Student Voices Council (Grades 5-12) Racial & Social Justice Alliance
- ❑ Engage the community through book studies and develop online learning opportunities that build awareness of globally and culturally responsive practices.

**TEACHING
TOLERANCE**

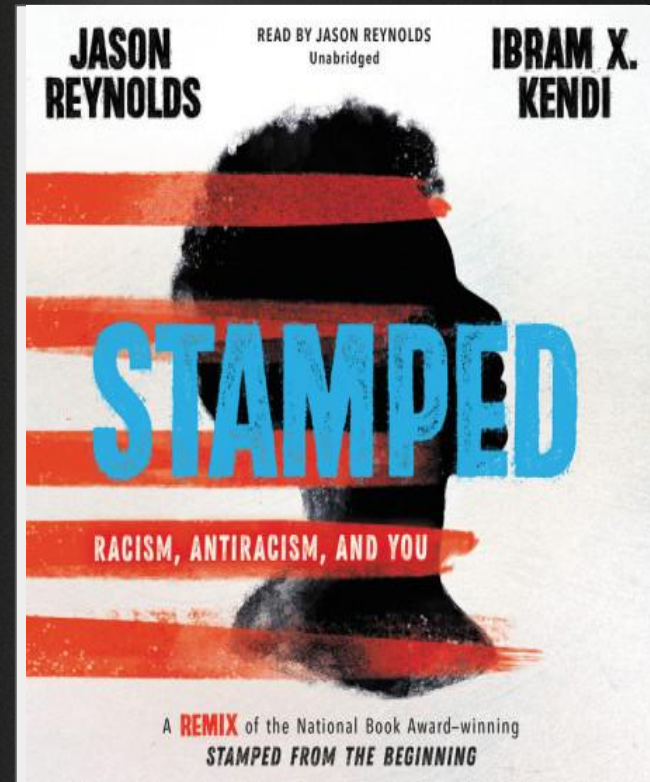


MCS D Staff Book Study 2020-2021

"It is important that educators confront their own racist ideas by interrogating what we've come to understand about different racial groups and how we've acquired this knowledge."

"Reflecting on our own racial identities and ways we locate and implicate ourselves in the work of racial justice is a vital process, which can help prevent educators from causing harm when facilitating conversations about race with students."

From the *Stamped Educator's Guide*



District Equity Audit

- ❑ Conduct a district Equity Audit to gather data through focus groups, surveys, observations, and building walkthroughs to determine strengths and areas of opportunity.

7 Different Domains

- (1) Climate
- (2) Environment and Resources
- (3) Leadership and Governance
- (4) Continuous Improvement and Inquiry
- (5) Instruction and Assessment
- (6) Student Engagement and Outcomes
- (7) Family and Community Partnerships

Marriemont

**“There’s no way forward
at this moment in history
that doesn’t involve some
discomfort and
doesn’t involve some
inconvenience.**

**You just have to find
the CAPACITY and the
COURAGE to
embrace that!”
~Bryan Stevenson**