

Mariemont's Vision



- Students will be global learners, have a well-rounded educational experience and be deeply committed members of the community and world.
- The ENGAGED student...**
- Is **GLOBALLY COMPETENT** and understands other perspectives and cultures

District Action Plan

2015-2016

Develop and implement a district Global & Cultural Perspectives Committee (staff, students, and parents) to make curricular, resource and programmatic recommendations.

2016-2017

Communicate and implement recommendations from the district Global & Cultural Perspectives Committee. Refine and continue the work of the committee to develop additional recommendations.

Build an understanding of global competency and its impact on learning with staff.

Characteristics of Highly Engaged Students

What will the students do to show this?

Displays **EMPATHY** for differences among others by questioning in a positive manner, communicating in multiple ways, and making personal connections.

Seeks to **involve** and **be involved** with the community and the world through experiences in an out of the classroom and in and out of Mariemont

What will the teachers do to foster this?

Displays **EMPATHY** for differences among others by questioning in a positive manner, communicating in multiple ways, and making personal connections.

Seeks to **involve** and **be involved** with the community and the world through experiences in an out of the classroom and in and out of Mariemont

A sunset over a body of water with a pier in the foreground. The sky is a mix of orange, yellow, and red, and the water is calm. A long pier with many posts extends into the water from the left side. The text is overlaid on the top half of the image.

“Knowing yourself is
the beginning of all
wisdom.”
— Aristotle

Foundational work...

- *Exploration of our personal values and district values*
- *Discussions about how our values shape us personally and professionally*

**Build an equitable,
inclusive and responsive
learning community that
values the dignity and
uniqueness of all students,
staff, and members of the
community.**



**Global & Cultural
Perspectives
Committee
Vision**

Intended Outcomes

- ❑ To build a shared understanding of global competency
- ❑ To understand the relationship between global competency and cultural proficiency
- ❑ To leverage the cultural proficiency framework to effectively engage and develop globally competent students



Conditions for Success

Be Open, Present, and Engaged

Speak Your Truth from the “I” Perspective Respectfully

Honor Confidentiality

Ask Questions for Clarification

Be Receptive to Personal Stories

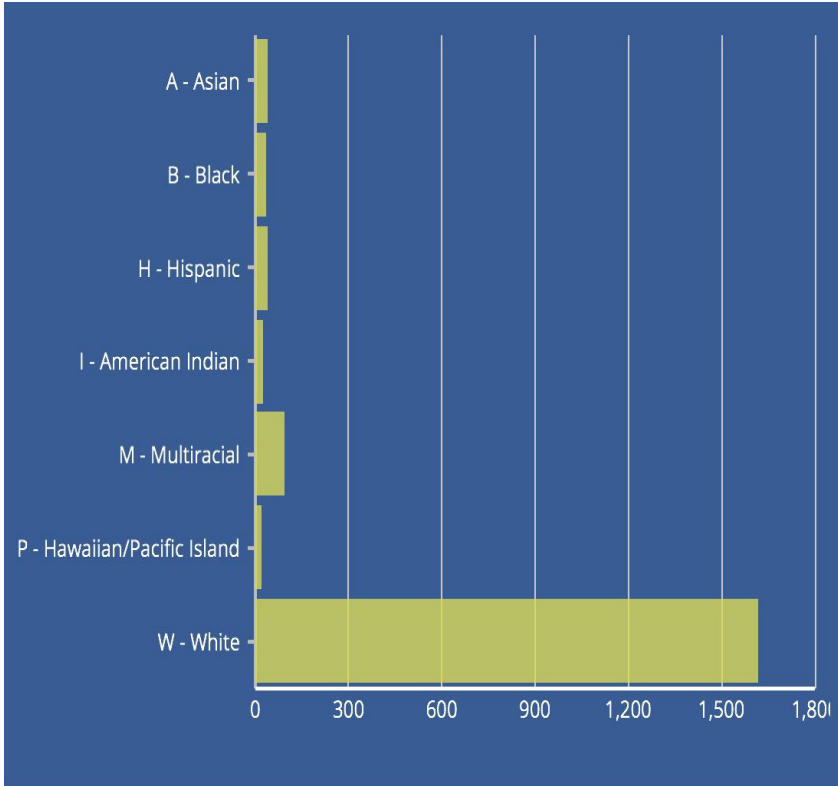
Lean Into the Discomfort

Feelings are Welcomed, Expected, & Accepted

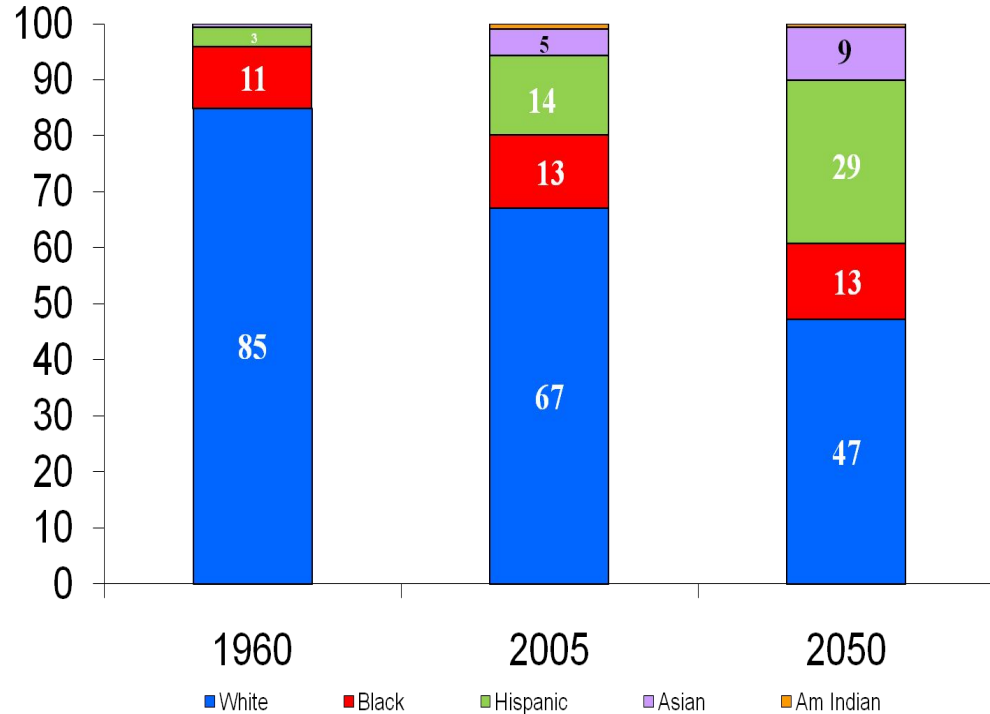
Are We DIVERSE as a district?



Mariemont's Student Demographics



US Population Projections %



Data Source: Pew Research Center

"The privilege
of a lifetime is
being who you
are."

Joseph
Campbell



When I see you through my eyes,
I think that we are different.



When I see you through my heart,
I know we are the same.

~Doe Zantamata

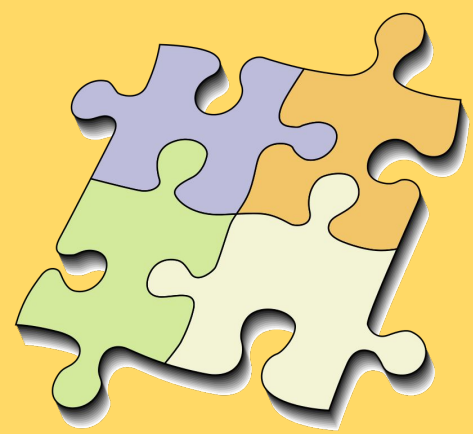
Cultural Perceptions

Deepening Learning – Manual 3rd Ed, p 214

- Select a partner that you do not know well.
- Review and note responses to questions (*next slide*)
- One partner is A, other partner is B
 - A shares perceptions about B
 - B responds to those perceptions
 - B shares perceptions about A
 - A responds to those perceptions

***Share your perceptions:
How do you think your partner would respond?***

- ✓ Country of family origin and heritage
- ✓ Languages spoken
- ✓ Interests or hobbies
- ✓ Favorite foods
- ✓ Preferred types of movies, tv programs
- ✓ Preferred types of music
- ✓ Pets, if any, or favorite animals
- ✓ Fantasy vehicle



BGLAOL TYECOPMENC

Can You Unscramble This Word?

1. International Awareness- Awareness the broader world.

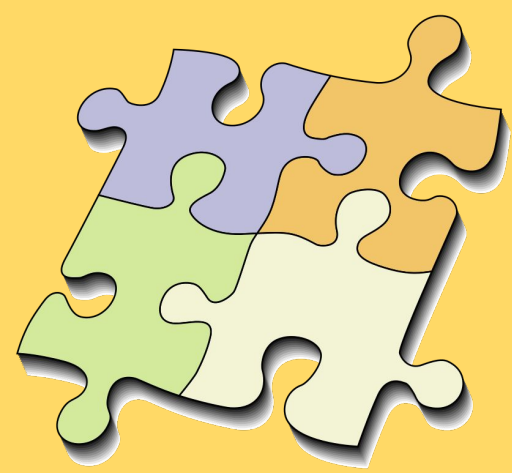
2. Appreciation of Cultural Diversity- Ability to know, understand, and appreciate people from other cultures along with the capacity to acknowledge other points of view

3. Proficiency in Foreign Languages- Ability to understand, read, write, and speak in more than one language

4. Competitive Skills- Ability to compete globally

Four Elements of Global Competency





URTCLUAL FINCYPROEIC

Can You Unscramble This Word?

What is Cultural Proficiency?

Cultural proficiency is anchored in the belief that a person must clearly understand **one's own assumptions, beliefs, and values about people and cultures different from one's self** in order to be effective in cross cultural situations.

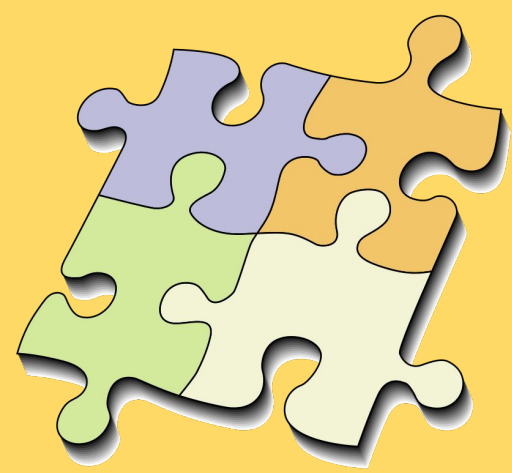
“The best way to describe cultural proficiency is that it is a state of mind where we respond to each other in a way where we appreciate one another’s culture. There is reciprocal space, where people look to understand one another.”

Dr Franklin Campbell Jones

Engagement is

A reciprocal space of understanding





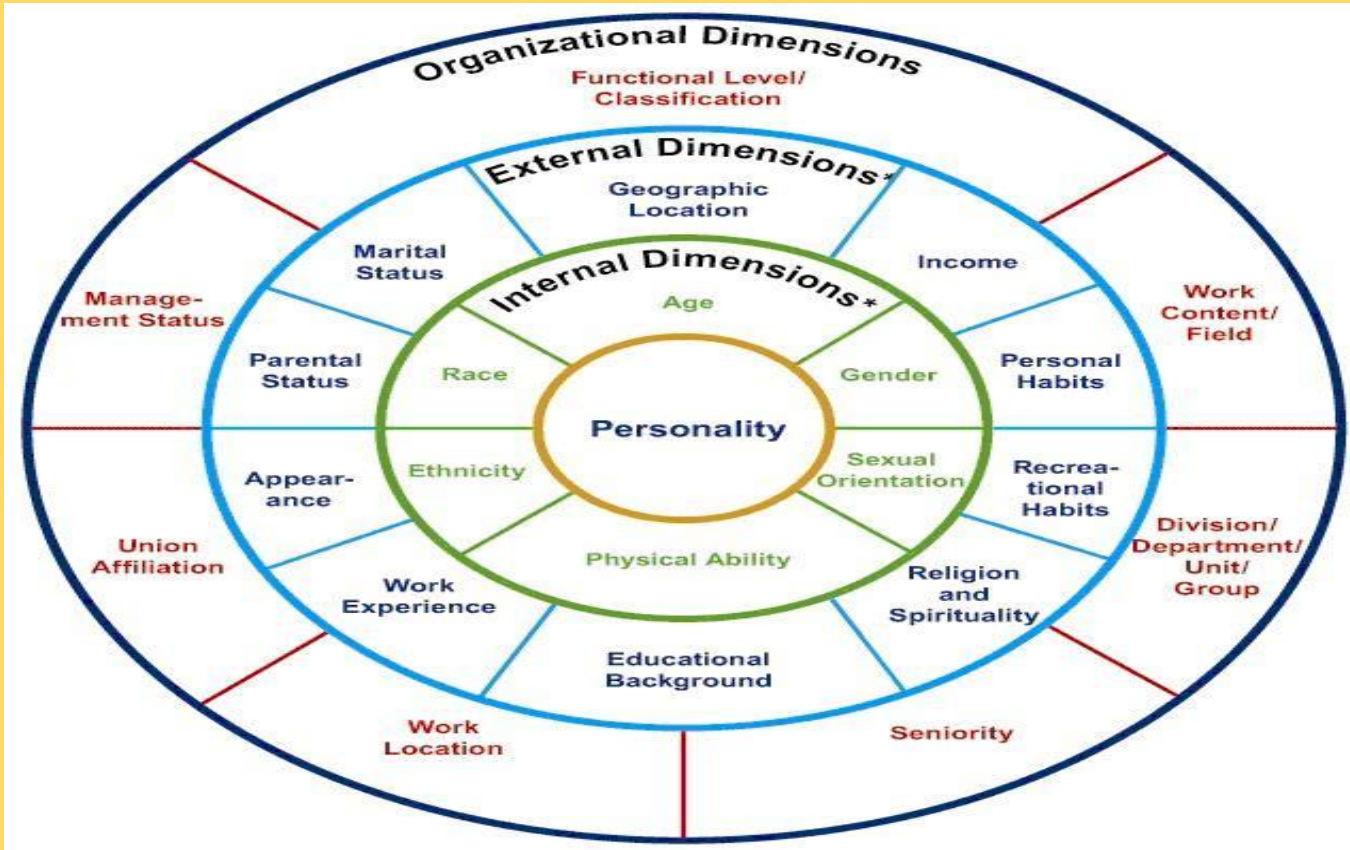
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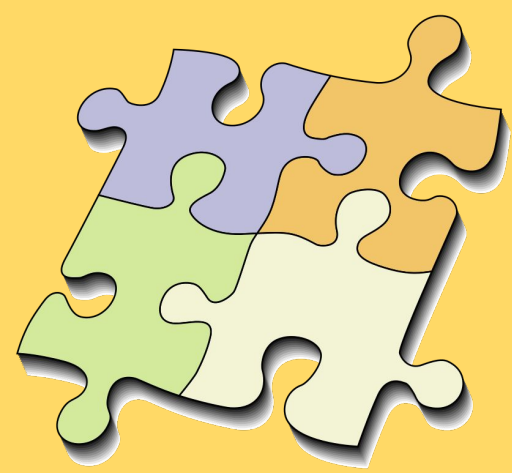
Can You Unscramble This Word?



**Diversity is any
difference
that makes a
difference.**

Who Are You?





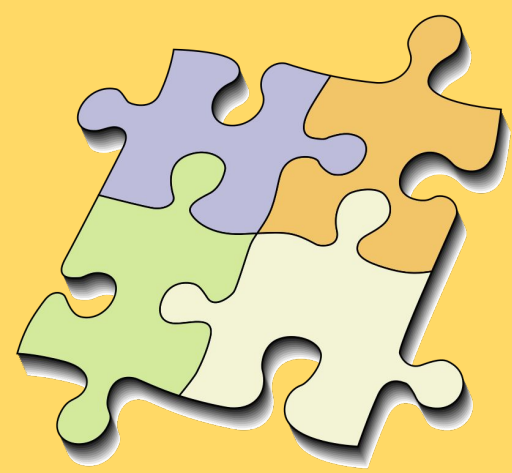
CINLUNSOI

Can You Unscramble This Word?

Inclusion Is...

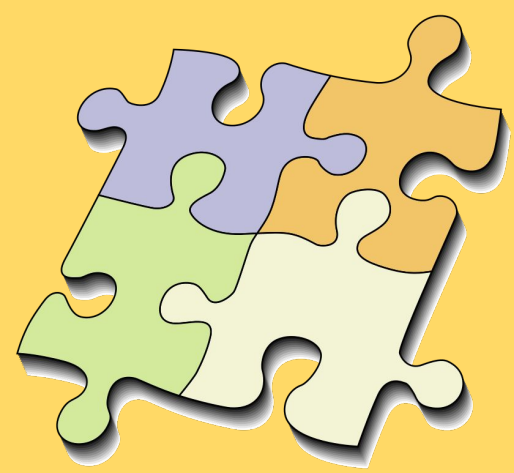
Getting People Fully Engaged





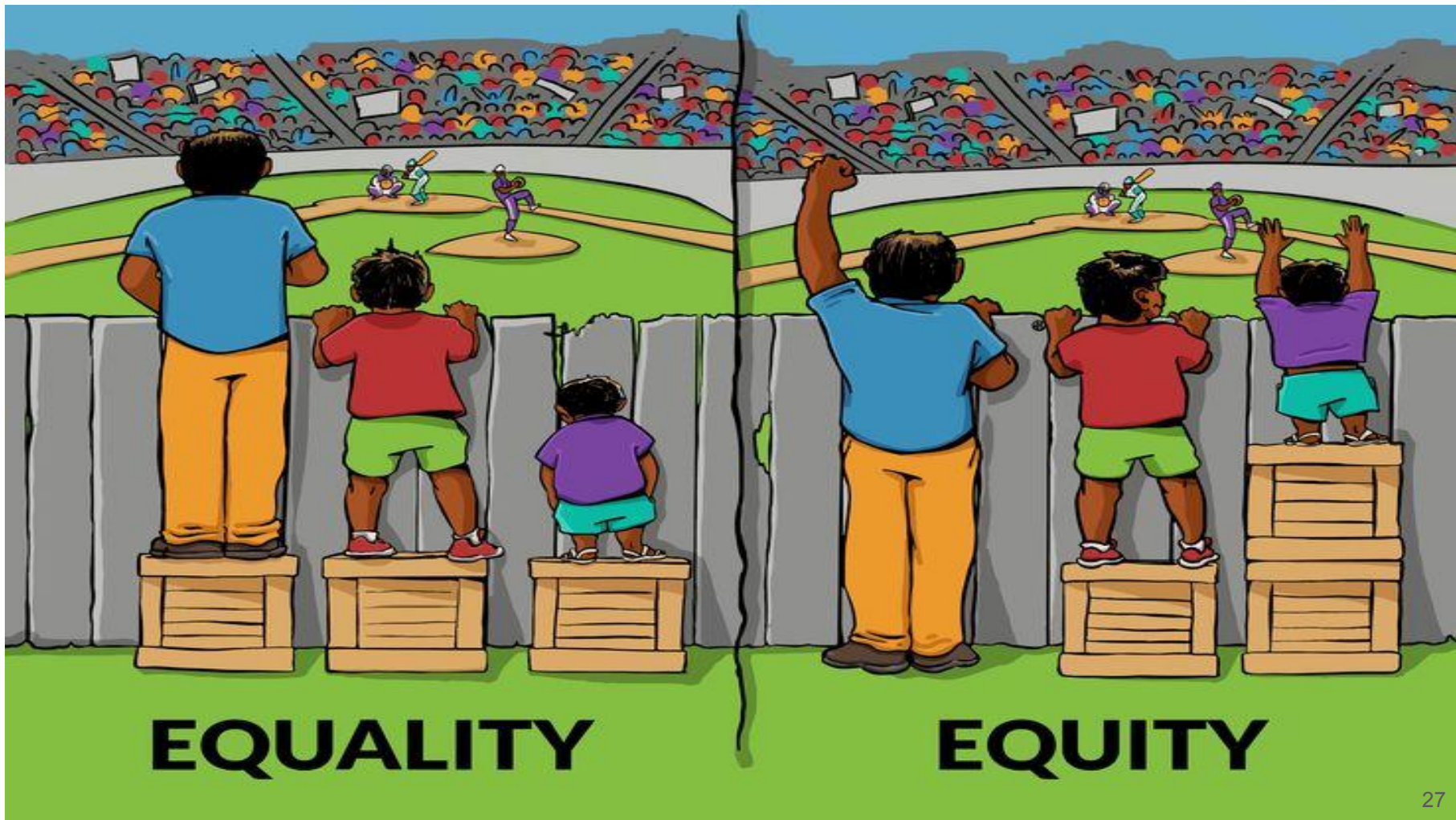
LYEQITUA

Can You Unscramble This Word?



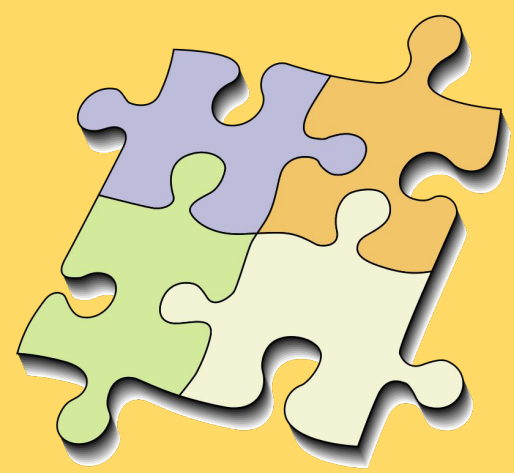
QTYUIE

Can You Unscramble This Word?



EQUALITY

EQUITY



IBSA

Can You Unscramble This Word?

Unconscious Bias...

- Bias is a predisposition to see events, people or items in a positive or negative way.
- Bias is an attitude or belief.



**Connecting..
creating a
positive bond**

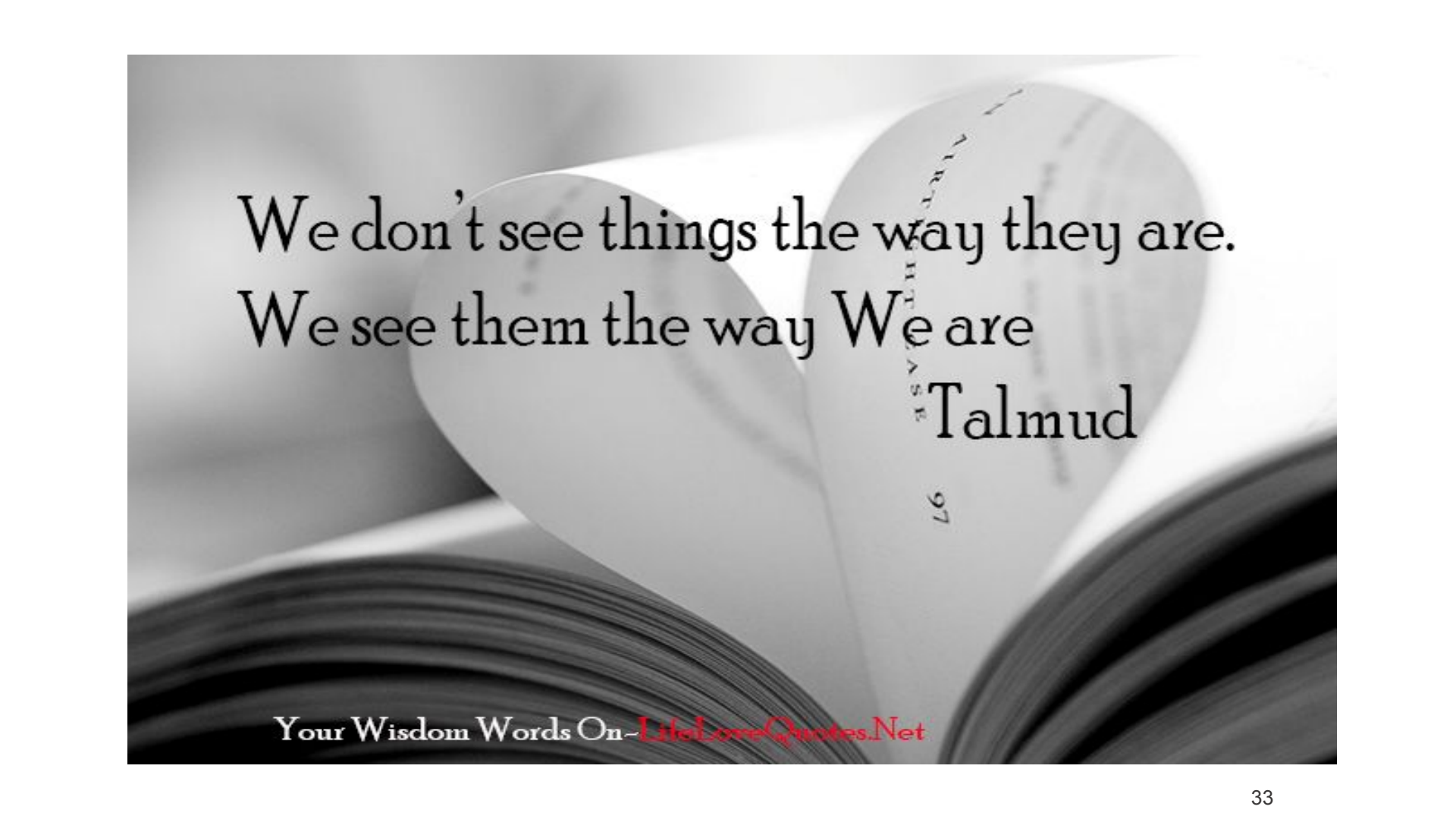
**Disconnect..
creating a
less-than
positive bond**



Disconnect

**Unconscious
Filtering..
making false
assumptions based on
stereotypes**





We don't see things the way they are.
We see them the way We are
Talmud

Your Wisdom Words On-LifeLoveQuotes.Net


The Golden Rule:

*Treat others the way
You want to be treated.*

The Platinum Rule:



*Treat others as they
would like to be treated.*



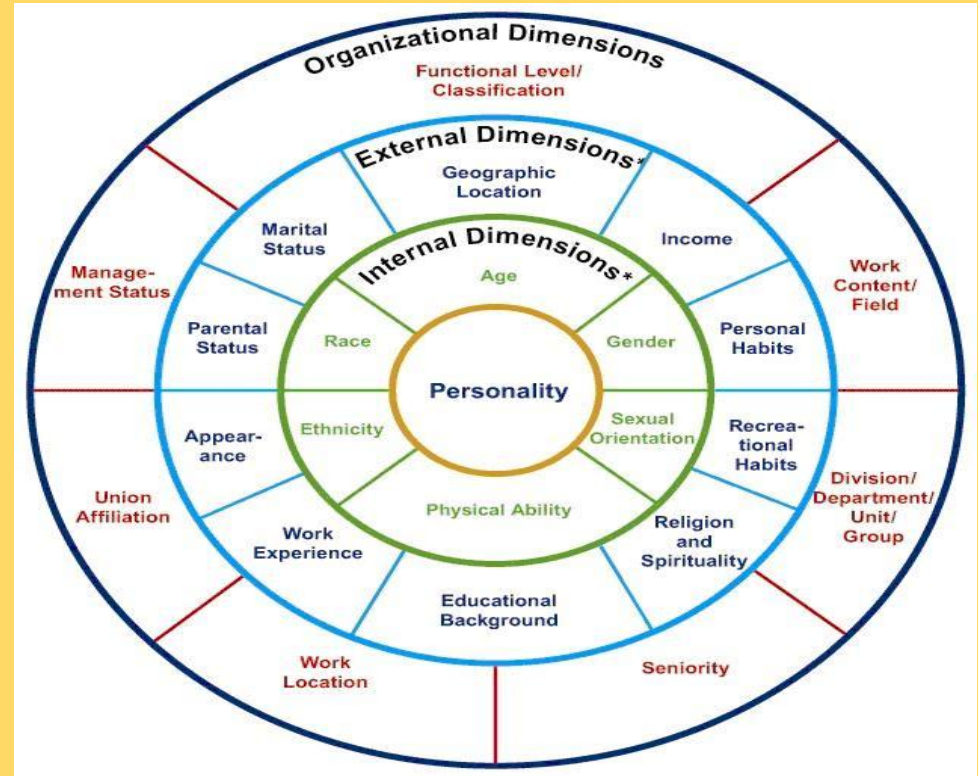
**“STORIES CAN
BREAK THE DIGNITY
OF A PEOPLE. BUT
STORIES CAN ALSO
REPAIR THAT BROKEN
DIGNITY.”-
CHIMAMANDA NGOZI
ADICHIE**

WWW.THEGIVINGNET.ORG

Danger of a Single Story Video

“Single Stories” in Mariemont

1. What is your reaction to the video?
2. What single stories have you seen, heard, or experienced in the Mariemont School District? In your schools and/or in your community?
3. What single stories do you have about particular students or colleagues?



Cultural Proficiency Framework

Four Unique Tools

1. *The Barriers*

- 1. Caveats that assist in responding effectively to resistance to change

2. *The Guiding Principles*

- 1. Underlying values of the approach

3. *The Continuum*

- 1. Language for describing both healthy and non-productive policies, practices and individual behaviors

4. *The Essential Elements*

- 1. Five behavioral standards for measuring, and planning for growth toward cultural proficiency



Tool #3 - The Continuum

- **Cultural destructiveness**
- **Cultural incapacity**
- **Cultural blindness**
- **Cultural pre-competence**
- **Cultural competence**
- **Cultural proficiency**

There are six points along the cultural proficiency continuum that indicate unique ways of perceiving and responding to differences.



Continuum Self Assessment Activity

From *Culturally Proficient Coaching* by Lindsey, Martinez and Lindsey

Cultural Destructiveness - *“I can describe how cultures that are different from mine are negated, disparaged or restricted by:”*

Cultural Incapacity - *“I can describe how my cultural values and beliefs can be elevated and how cultures that are different from mine can be suppressed by:”*

Cultural Blindness - *“I can describe how I might/do act to not recognize or acknowledge differences among cultures by:”*

Continuum-Self Assessment Activity(con't)

Cultural Precompetence - *“I can describe how my lack of knowledge, experience, and understanding of others’ culture(s) limits my ability to interact with or serve people whose culture(s) are different from mine by:”*

Cultural Competence - *“I can describe how I use the essential elements as standards for adapting my behavior by:”*

Cultural Proficiency - *“I can describe my constructive experiences and the ways I show my advocacy in a variety of cultural settings by:”*

Cultural Destructiveness

*“See the difference; stomp it out”
Eliminate Differences-Hostility/Negativity*

- O I don't want those kids in my class/school*
- O If we could get rid of those apartments and trailer park kids our school would be good again*
- O Those kids just need to learn the Mariemont Way*
- O Repeating misconceptions heard on TV, speaking negatively about immigrants.*
- O Not wanting kids from Fairfax to come to Mariemont*

Cultural Incapacity

*“See the difference; make it wrong”
Demean Differences-Dismissive/Blaming*

- O Questioning qualifications of women or people of color when not doing the same for dominant group members*
- O Mispronouncing unfamiliar names; making fun of*
- O I’m very successful when working with ‘normal kids’*
- O If their parents aren’t involved or care, why should I? I’ll just fail them, that will get their attention.*
- O Transgender is just a phase. “I’m not buying it.”*
- O Why should I have to adjust/adapt/accommodate what I do for those students?*

Cultural Blindness

*“See the difference; act like you don’t”
Dismiss Differences-Unable to see Culture*

- 0 Diversity/equity training separate from other PD*
- 0 Ignoring access/achievement gaps*
- 0 Really, I don’t see color; I treat all kids alike*
- 0 What we are doing works for most students, so why should we change? They are the ones that need to change.*
- 0 Unaware of what life is like for students before and after they leave school.*

Cultural Pre-competence

*“See the difference; respond to it inappropriately”
Begin to know what we don’t know;
becoming aware of culture*

- Recognizing that our present practices are not working and we are not sure what to do
- Short-term PD is event based
- Short term-episodic events such as Hispanic Heritage Month, Black History Month, and International Night that honors students from different background
- Creating a calendar of religious and cultural holidays & celebrations
- Identifying “Global Competence” as one of our characteristics of highly engaged students
- Culture discussions and celebrations tend to focus on food

Cultural Competence

*“See the difference; understand the difference that difference makes” (Essential Elements)
Doing/Speaking Up*

- Students and visitors can see images like and different from them
- School is using disaggregated data to drive decision making
- School functions as a learning community
- Multiple perspectives valued
- Using texts and literature that illustrates many cultures and stories
- Monthly themes of positive characteristics

Cultural Proficiency

*“See the difference; respond positively.
Engage and adapt
Advocacy for social justice*

- Lived commitments to:
 - Advocacy; Social justice; doing what’s right for students & Life-long learning
 - Realization that Cultural Proficiency is a ‘process’ not a place
 - “Elephant in the room”
 - Teachers intervening when a student is being teased and called gay as an insult and following-up with a class discussion

- 1) What did you notice as you wrote the comments?
- 2) What did you notice as the comments were read?
- 3) What did you feel, think, or wonder about the comments or the process?
- 4) What does this say about you?
- 5) What does this say about our school or district?

Continuum Debrief Questions



Name Five Things Activity

If You Really Knew Me

Don't judge my path
if you haven't
walked my journey.

**That
Ah-ha!
Moment**



WHAT'S YOUR NEXT STEP?



Empathetic, Highly Engaged, & Globally Competent Students & Staff

- 1) What does this mean about me?**
- 2) Why am I have this reaction about this student, family, or colleague?**
- 3) What would it be like to be _____?**
- 4) I wonder what their story is?**



If you want
to make the
WORLD
a better place;
take a look
at yourself and
then make the
CHANGE.

~Michael Jackson

[Video of Song, "Make That Change"](#)