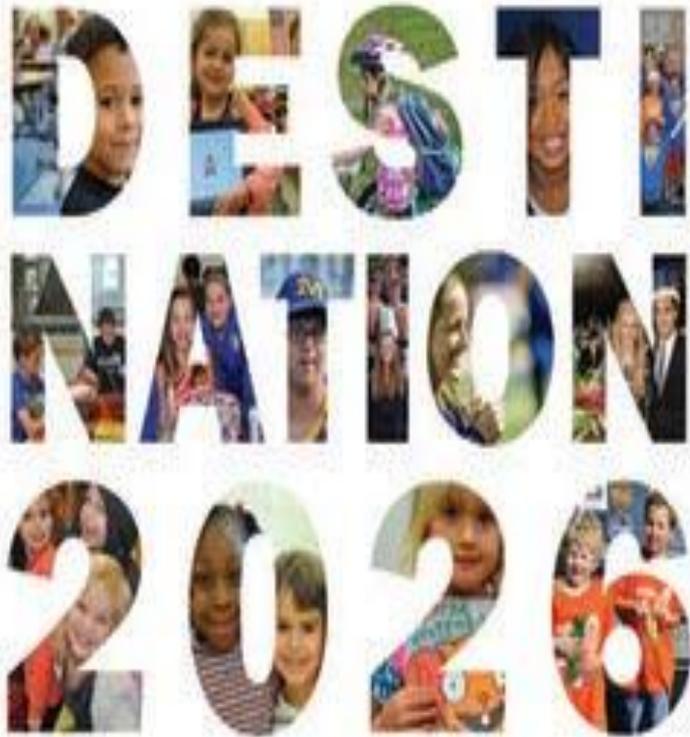**Mariemont Global & Cultural Perspectives Committee Professional Development**

Academy Day April 16, 2018

- 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.

Vision

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 2017

District Action Plan 2017-2018

1) To develop the capacity of the staff to begin to apply the tools of the "Cultural Proficiency Continuum" in order to build global competencies, bridge gaps and ultimately improve student engagement (District Action Plan Obj. 1, Action Step 1).

2) To conduct a global competency and cultural proficiency needs assessment to gather some baseline information so that we can establish some measurable outcomes for our work as well as to provide our committee with more clarity and focus for our next steps (District Action Plan Obj. 1, Action Step 2).

Global & Cultural Needs Assessment Results

- There were 4 categories included in the survey: **Assessment of cultural knowledge; Value for diversity; Ability to manage the dynamics of difference; Ability to institutionalize cultural knowledge**

- **139 Staff Members** participated in responding to questions within each of the categories.

- Learned that we believe in these things but saw a difference in what we **believe** and the actual **behaviors** needed to support the work. Gap in who we want to be verus our actions.

Cultural Needs Assessment

Assessment of cultural knowledge		Rarely	Occasionally	Sometimes	Often	Usually	NA
508	1 School Districts Should ... Provide opportunities for people to describe their cultural groups to others	1 - 1%	11 - 8%	28 - 20%	61 - 44%	36 - 26%	1 - 1%
509	This District Does ... Provide opportunities for people to describe their cultural groups to others	19 - 14%	36 - 26%	57 - 41%	17 - 12%	6 - 4%	3 - 2%
510	2 School Districts Should ... Examine policies for unintentional discrimination	0 - 0%	3 - 2%	14 - 10%	67 - 48%	54 - 39%	0 - 0%
511	This District Does ... Examine policies for unintentional discrimination	14 - 10%	26 - 19%	43 - 31%	34 - 24%	9 - 6%	12 - 9%
512	3 School Districts Should ... Communicate clearly its norms, values, and cultural expectations	0 - 0%	1 - 1%	12 - 9%	62 - 45%	63 - 45%	0 - 0%
513	This District Does ... Communicate clearly its norms, values, and cultural expectations	2 - 1%	14 - 10%	46 - 33%	55 - 40%	21 - 15%	0 - 0%

YOU CAN CHOOSE COURAGE OR YOU CAN CHOOSE COMFORT, BUT YOU CANNOT CHOOSE BOTH.

—DR. BRENÉ BROWN

Intended Outcomes

- ❖ **To view Cultural Proficiency as a shared priority and to build some common language**

- ❖ **To experience Cultural Proficiency as personal and professional work**

- ❖ **To use the lens of *Cultural Proficiency* as a guide with colleagues in addressing access, equity and achievement gap issues**

- ❖ **To use Tools of Cultural Proficiency to build professional capital for changing conversations.**
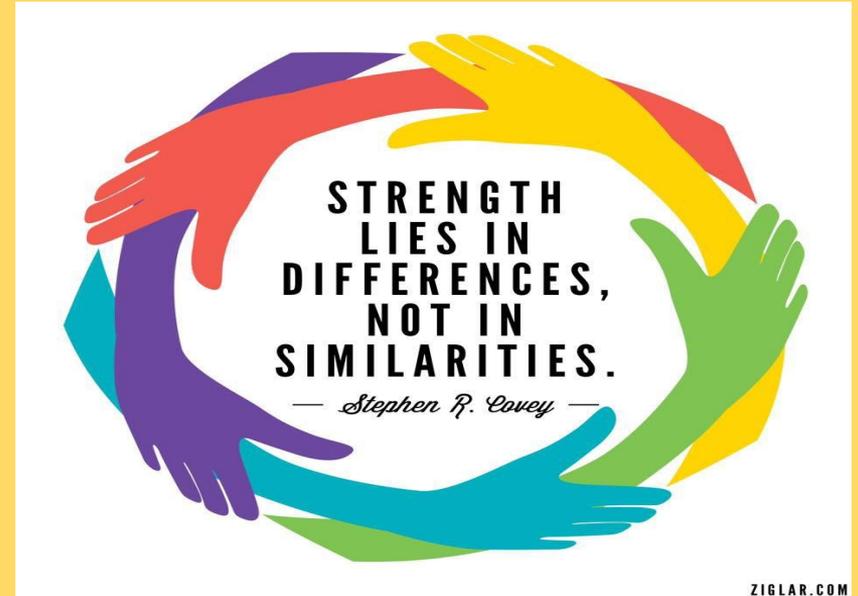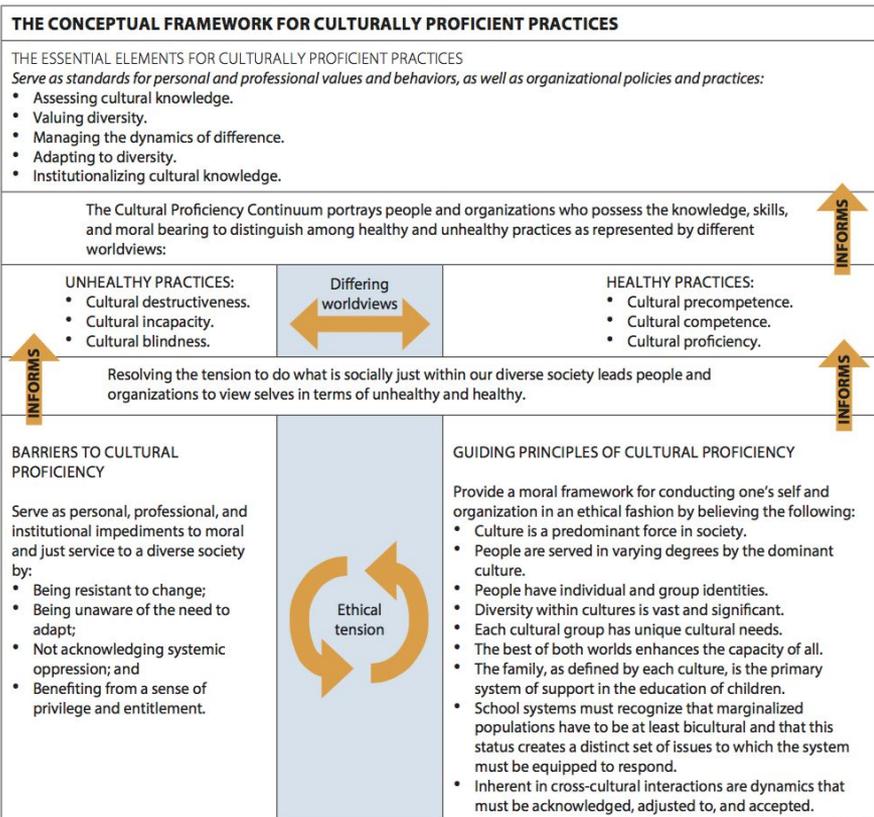
Awareness Learning Station

"What's In A Name?"
Activity

Continuum Results from

April 2017

STRENGTH
LIES IN
DIFFERENCES,
NOT IN
SIMILARITIES.
— *Stephen R. Covey* —

ZIGLAR.COM

Cultural Proficiency Continuum Cards

THE CONCEPTUAL FRAMEWORK FOR CULTURALLY PROFICIENT PRACTICES

THE ESSENTIAL ELEMENTS FOR CULTURALLY PROFICIENT PRACTICES
Serve as standards for personal and professional values and behaviors, as well as organizational policies and practices:
- Assessing cultural knowledge.
- Valuing diversity.
- Managing the dynamics of difference.
- Adapting to diversity.
- Institutionalizing cultural knowledge.

The Cultural Proficiency Continuum portrays people and organizations who possess the knowledge, skills, and moral bearing to distinguish among healthy and unhealthy practices as represented by different worldviews:

INFORMS

UNHEALTHY PRACTICES:	Differing worldviews	HEALTHY PRACTICES:
• Cultural destructiveness. • Cultural incapacity. • Cultural blindness.		• Cultural precompetence. • Cultural competence. • Cultural proficiency.

INFORMS

Resolving the tension to do what is socially just within our diverse society leads people and organizations to view selves in terms of unhealthy and healthy.

BARRIERS TO CULTURAL PROFICIENCY

Serve as personal, professional, and institutional impediments to moral and just service to a diverse society by:
- Being resistant to change;
- Being unaware of the need to adapt;
- Not acknowledging systemic oppression; and
- Benefiting from a sense of privilege and entitlement.

Ethical tension

GUIDING PRINCIPLES OF CULTURAL PROFICIENCY

Provide a moral framework for conducting one's self and organization in an ethical fashion by believing the following:
- Culture is a predominant force in society.
- People are served in varying degrees by the dominant culture.
- People have individual and group identities.
- Diversity within cultures is vast and significant.
- Each cultural group has unique cultural needs.
- The best of both worlds enhances the capacity of all.
- The family, as defined by each culture, is the primary system of support in the education of children.
- School systems must recognize that marginalized populations have to be at least bicultural and that this status creates a distinct set of issues to which the system must be equipped to respond.
- Inherent in cross-cultural interactions are dynamics that must be acknowledged, adjusted to, and accepted.

SOURCE: Lindsey, Nuri Robins, & Terrell, 2009.

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		
Cultural destructiveness: Seeking to eliminate references to the culture of "others" in all aspects of the school and in relationship with their communities.	**Cultural incapacity:** Trivializing "other" communities and seeking to make them appear to be wrong.	**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.	**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.	**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.	**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.

SOURCE: Adapted from Terrell & Lindsey, 2009.

Cultural Proficiency Framework Four Unique Tools

- ***The Barriers***
  - Caveats that assist in responding effectively to resistance to change

- ***The Guiding Principles***
  - Underlying values of the approach

- ***The Continuum***
  - Language for describing both healthy and non-productive policies, practices and individual behaviors

- ***The Essential Elements***
  - Five behavioral standards for measuring, and planning for growth toward cultural proficiency

Pushing and Pulling to the Right Side of the Cultural Proficiency Continuum

Destructiveness-Incapacity-Blindness (Left side)	Pre-competence-Competence-Proficiency (Right side)
Deficit Approach: We discuss students, their parents/guardians, and their neighborhoods as problems	**Assets Approach:** We discuss our educational practices in terms of how we can learn to do things differently to meet educational needs
They can't; They don't; We can't; We won't	**They can**; They will; **We will**; We can
Comments about "they/them" (people)	Comments about we and programs
We use terms such as underperforming	We use underserved or needing to be served differently
We describe students as members of sub-groups	We describe students as being members of demographic groups or students groups
The predominant focus is on the 17 hours students are not on campus	Our predominant focus is on the 7 hours students are on campus
Too often on this side is the language of compliance with mandates, legislation, reforms, etc.	This side focuses on the language of transforming our practice in service of others.
In response, we often walk away self-righteously; It is what it is; Not our fault!	We make the commitment to stay in the conversation and ask ourselves, If I stay, what will I say?

"Trying to provoke movement (our own or others') from the *left side* to the *right side* of the continuum requires us and others to have a Moral Purpose, a vision for societal and educational equity.

Such a vision *pulls* us to the right side of the continuum. Understanding the role we play in perpetuating societal and educational inequity and our desire to move to the right side of the continuum"

Changing Paradigms

FROM:
TOLERANCE FOR DIVERSITY
Destructiveness, Incapacity, Blindness

- Seek and value tolerance, commonalty and similarity;

- Focus on "them," their differences, deficits and need to assimilate or acculturate;

- Prevent, mitigate, avoid cultural dissonance and conflict;

- Expect others to change; Ensure access/opportunity but not support;

- Demographics viewed as a challenge; Ad-hoc policies, practices may be developed

TO:
TRANSFORMATION FOR EQUITY
Pre-competence, Competence, Proficiency

- Respect and seek differences and seek to understand them;

- Focus on the "self" and one's and responsibility to serve the needs of others;

- Anticipate, manage, leverage, facilitate conflict;

- Adapt to difference; Ensure access to opportunity **and support** for success;

- Demographic data sought and used to inform policy and practice which are integrated across the system;

Clint Smith: A NY Teacher

https://www.ted.com/talks/clint_smith_the_danger_of_silence

"We began to speak the unspoken"

How to Not Stay Silent

- I don't find that funny
- I am surprised to hear you say that
- I don't like works like that
- That phrase is hurtful
- What do you mean by that?
- Will you tell me more?
- What point are you trying to make by saying that?
- Did you mean to say something hurtful when you said that?
- Using that word doesn't help others feel safe, welcomed or accepted here.

Because of my learning today,

I want to try and/or do differently........

https://www.mentimeter.com

"Do You Believe In Me" Video
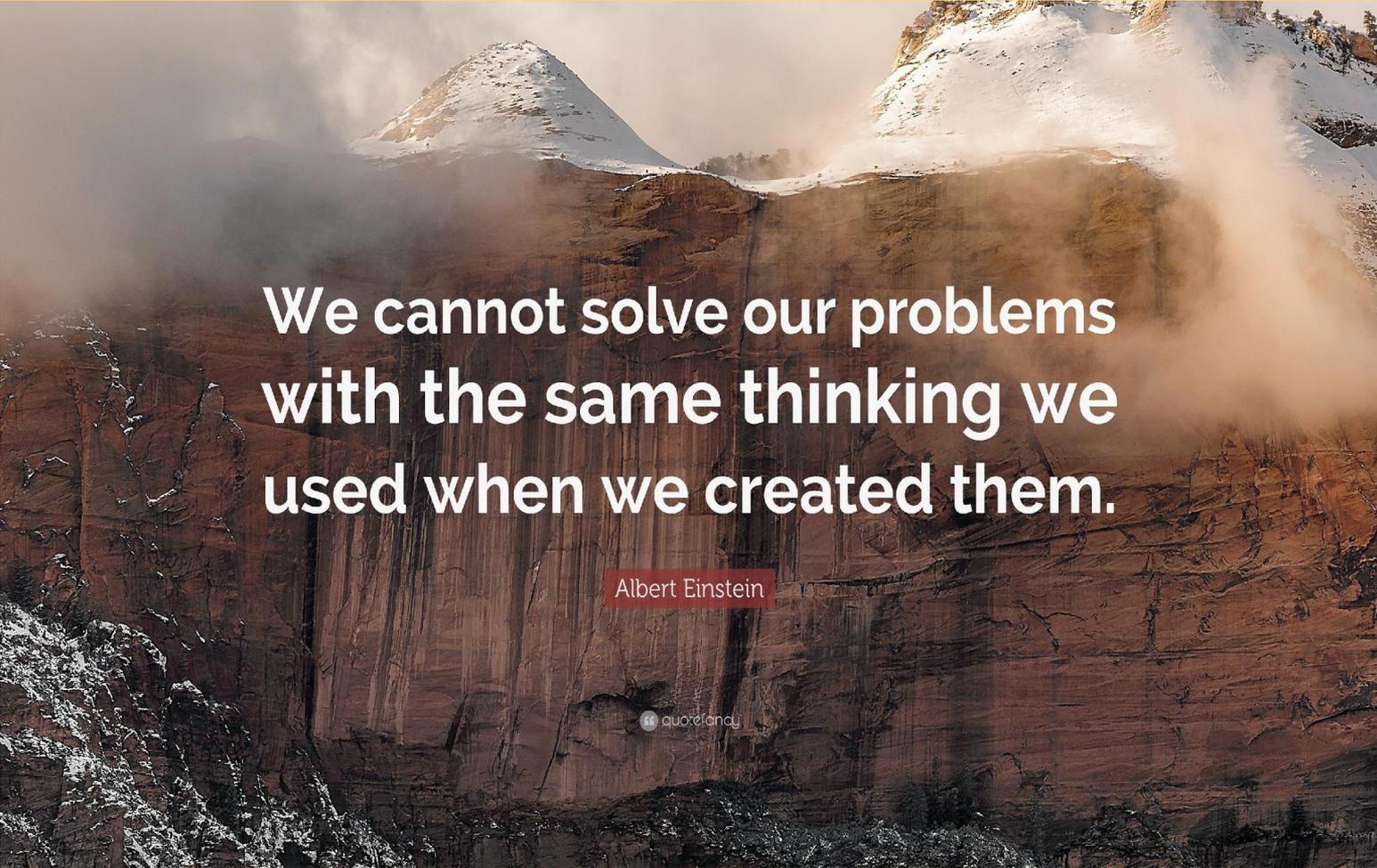
We cannot solve our problems with the same thinking we used when we created them.

Albert Einstein

Essential Elements- The Gold Standard

- Assess Culture

- Value Diversity

- Manage the Dynamics of Difference

- Adapt to Diversity

- Institutionalize Cultural Knowledge

The Essential Elements of cultural competence for the standards for individual behavior and organizational practices.

Essential Elements Examples

- As we assess our students, I find that they all bring something of value to the classroom. It is my responsibility to highlight and support their uniqueness. **(Assess Culture)**
- That's interesting because if we value all learners we will find different ways to work with them **(Value Diversity)**
- As you talk about some students who disrupt learning, what might be some ways to manage and honor culture coming together differently? **(Manage the Dynamics of Difference)**
- The students and parents you describe are newcomers to our community. In what ways might we all work together to better understand who they are and the needs of the students? **(Adapt to Diversity)**
- In what ways can we continue to learn about underserved cultural groups (their experiences and perspectives) in order to make this an integral part of the district's professional development? **(Institutionalize Cultural Knowledge)**

Equality is giving everyone a shoe

Equity is giving everyone a shoe that fits

www.everyday-democracy.org

"Excellence without Equity is Privilege."