

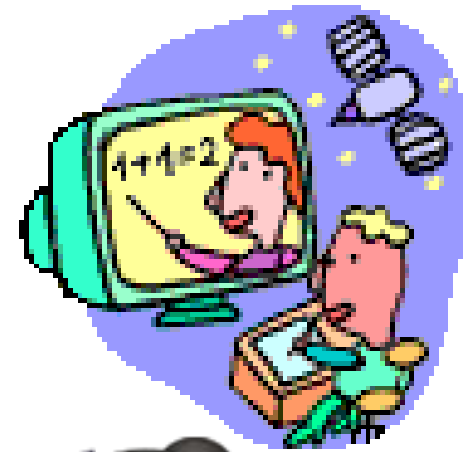
# Creating a Sense of Cultural Relevance

EducationPlus

June 14, 2016

# Who is she?

- B usy
- E nthusiastic
- R eaching
- T eacher
- H appy
- A +



Dr. Bertha Richardson

# Norms (Working Agreements)

- Begin and end on time
- Stick with the agenda
- Limit side conversations
- Turn cell phones on vibrate or off
- What happens here, stays here!



# Today's Objectives

**Participants will understand...**

- The Cultural Proficiency Model
- Processes for assessing an organization's level of Cultural Proficiency
- A framework for implementing Cultural Proficiency in an organization



# Essential Questions

Who Are We?

What is Culture and Why Should We Recognize its Impact?

What are the Guiding Principles of Cultural Proficiency?

How do They Impact Our Work?





**What do we mean when we say  
“culture”?**



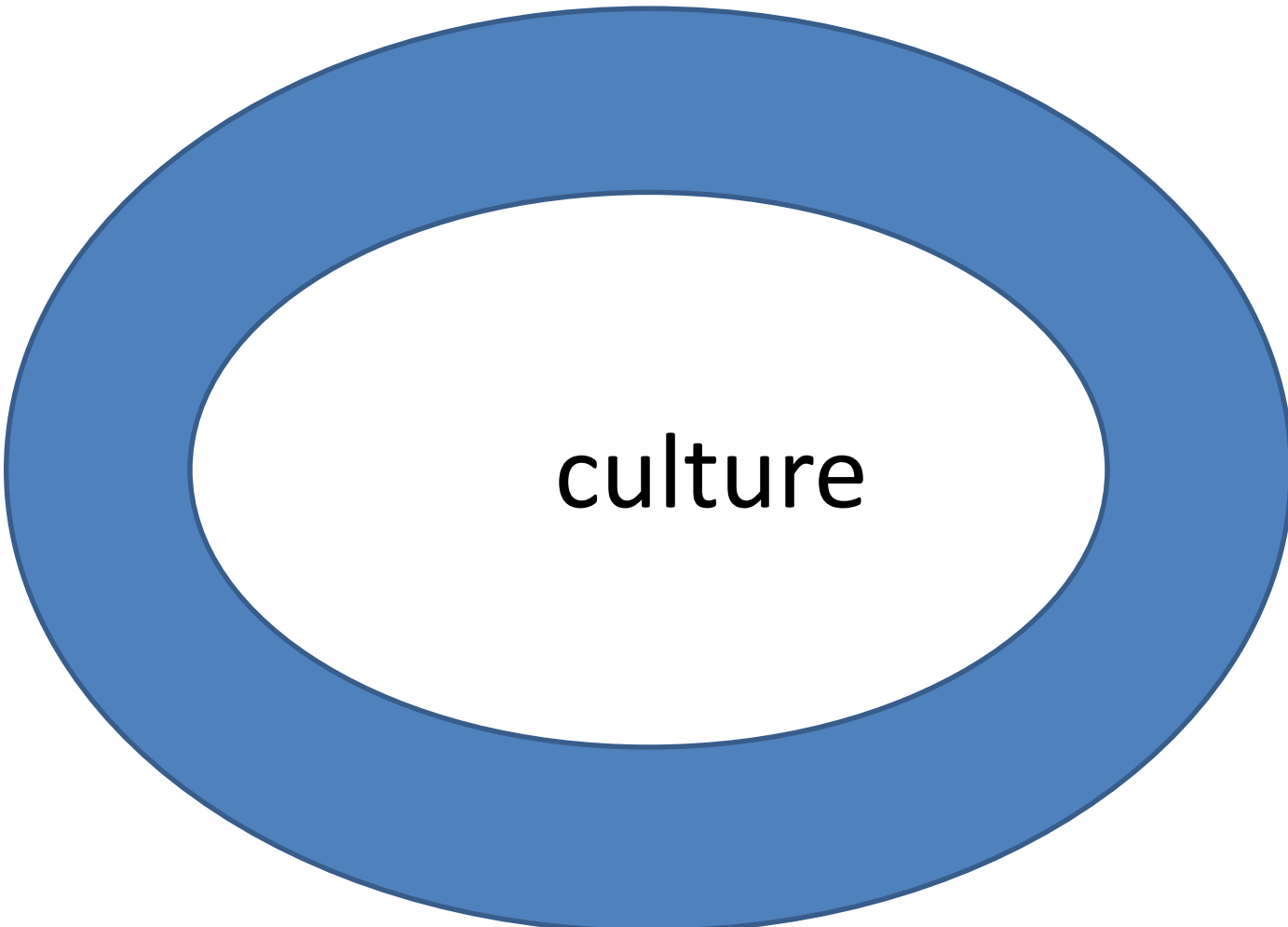
# What is Culture?

culture



culture



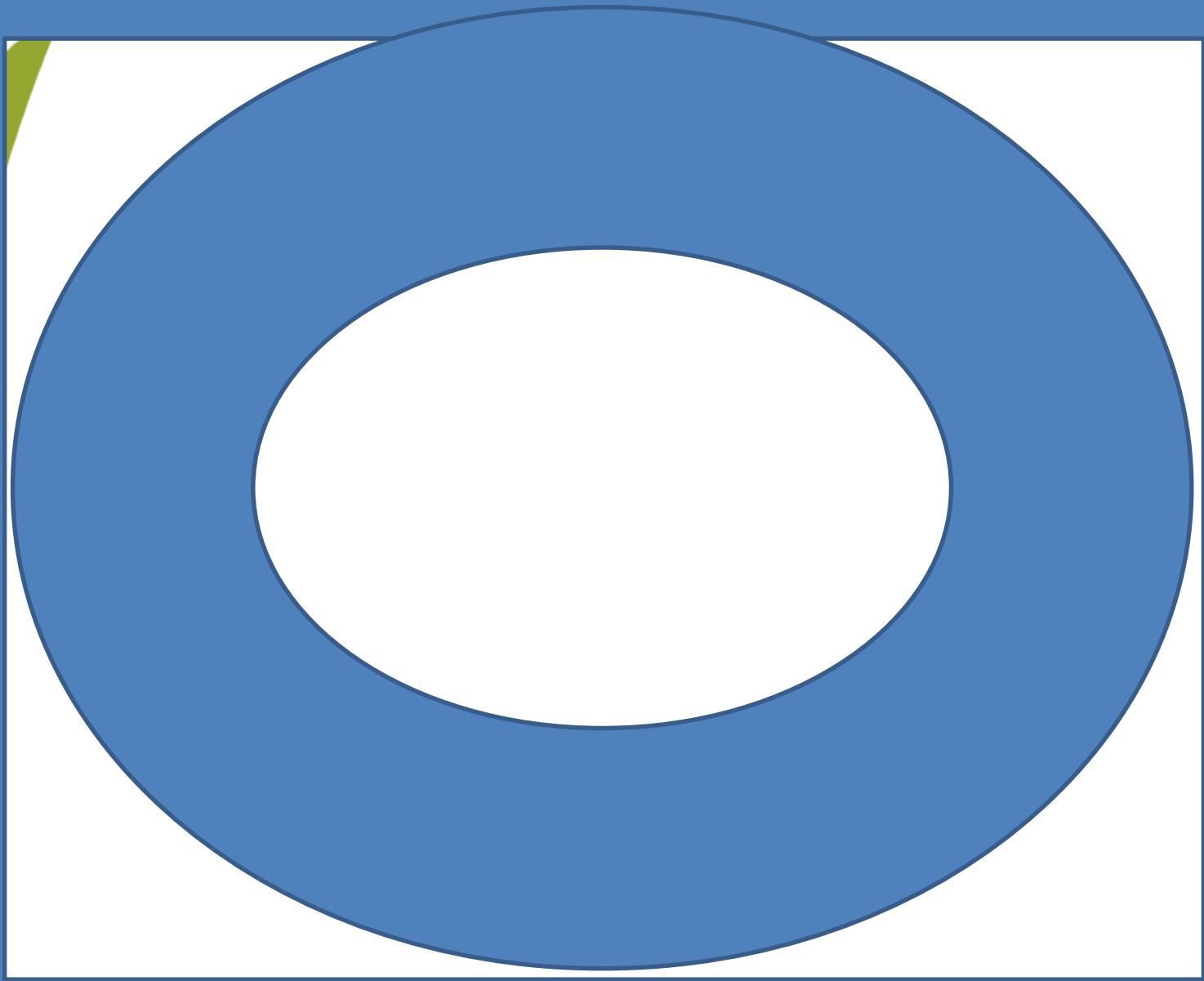


culture



# What is Culture?

- How did you come up with these words?
  
  
  
  
  
  
  
  
  
  
  
  
  
- Why do you believe this to be so?






# What is Culture?

How did you come up with these words?


Why do you believe this to be so?

- Write a definition for culture. Share in group.
- Write a group definition.



Culture is the shared beliefs, customs, history, folklore and institutions of a group of people.

It is a system of rules that are the base of what we are and affect how we express ourselves as part of a group and as individuals.



Organizations have a “culture” as well. An organizational culture may not lend itself to cultural competence, so that is where “skill-building” comes in.

*That’s why we are here today...*

# Why is This Important?

- Why are you here?
- Why did you select this training?
- What organizational factors impact your decision?





## Rationale for This Training

- **Demographic Shifts in Population**
- **Culture Influences All Aspects of One's Environment**
- **Teacher vs. Student Composition**
- **Limited Preparation in Educating a More Diverse Student Population**





# Benefits

- **Deepen understanding and increased sensitivity**
- **Consideration as to what extent you perceive yourselves to be culturally competent/proficient**
- **Gain a Greater Appreciation of Diversity Issues**
- **Ethical Responsibility**





## ***DEFINITIONS OF TERMS***

- **CULTURE-** Learned traditions, principles and guides of behavior that are shared among members of a particular group.

Codes of behavior, values, and norms, beliefs, customs, communications or “the way we do things here”. Art, music, food, literature, and clothing are all visible aspects of culture.

Individuals; Ethnic groups; Businesses

Neighborhoods ; School; Districts

It is dynamic and changes over time.

There is diversity within cultures.

**Each person is a member of many cultures!**

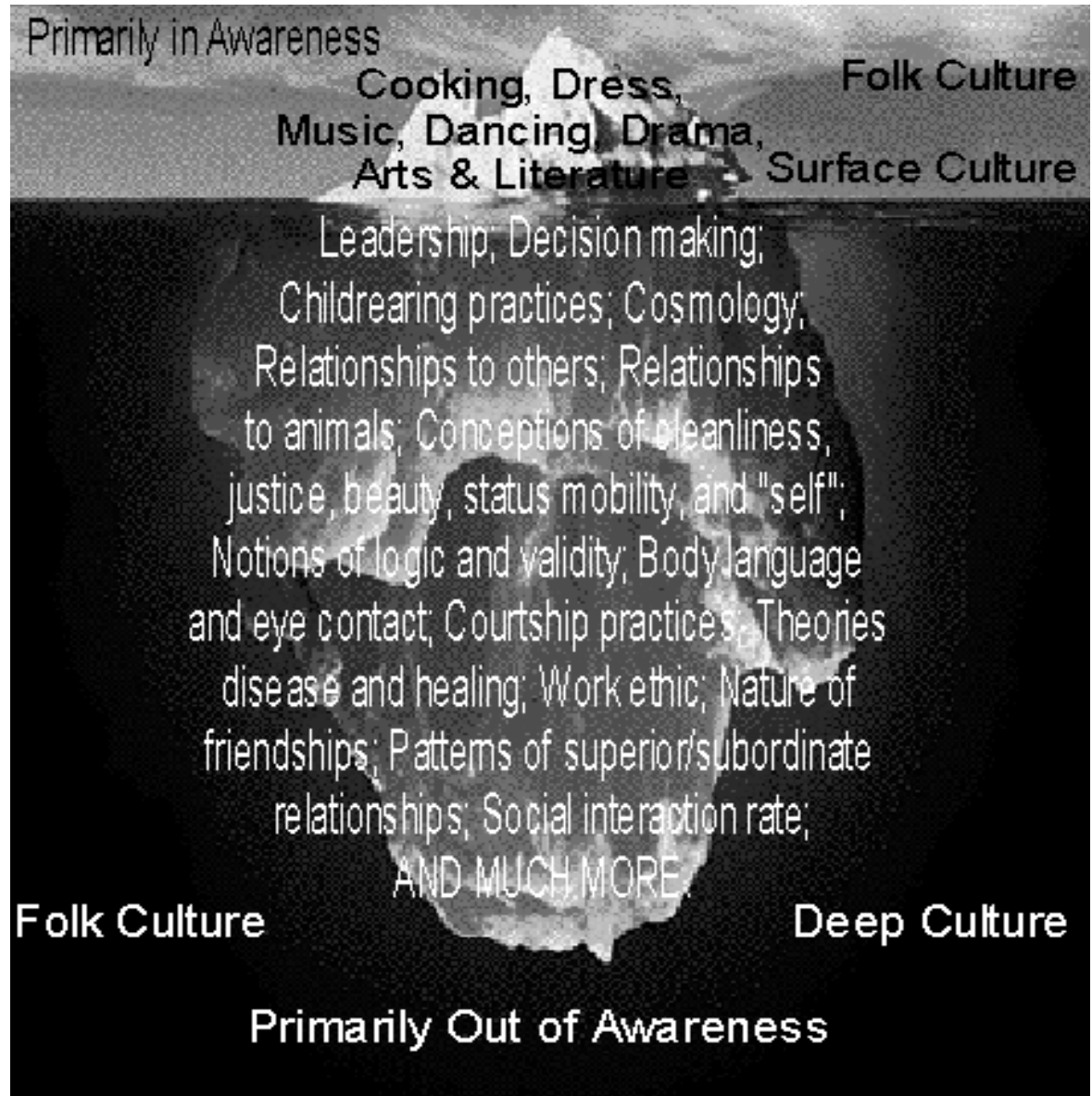
# Culture

- You continually construct from history, circumstance, family and community...

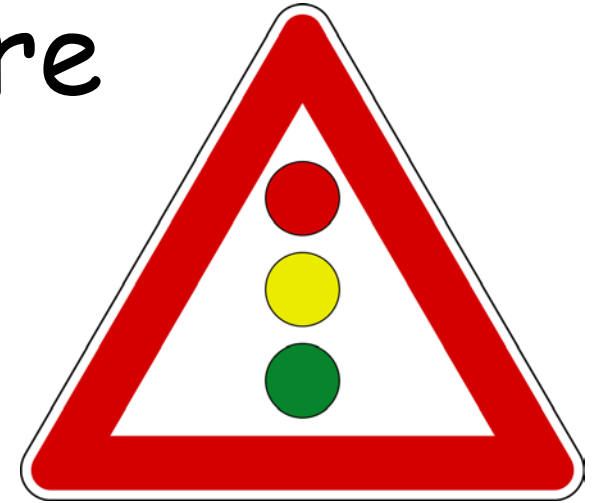


# Iceberg Concept of Culture

Weaver (1986)



# NUA on Culture



Culture is whatever is meaningful and relevant...



# Part 1

## What is Cultural Proficiency?

**What do we mean when we say  
“cultural proficiency”?**



# Cultural Proficiency

...the policies and practices of an organization or the values and behaviors of an individual that enable that agency or person to interact effectively in a culturally diverse environment.





# Cultural Proficiency

...is reflected in the way an organization treats its employees, its clients, and its community.”

--Lindsey, Robins and Terrel (1999)



Cultural proficiency offers a framework for developing **oneself** and one's **organization** while seeking to address issues of diversity.



# Guiding Principles

1. From your experiences, what does each of these mean?
2. As you think of your role in your organization, which of these most resonated with you? Why?



# The Guiding Principles

Culture is a predominant force;  
you cannot

**NOT**

be influenced by culture.



# The Guiding Principles

People are served in varying degrees by the **dominant** culture.



# The Guiding Principles

People have both **personal** and  
**group identities**  
that they want to have  
**acknowledged.**



# The Guiding Principles

The diverse thought patterns of cultural groups influence how problems are defined and solved



# The Guiding Principles

Cultures are not  
homogeneous;

there is **diversity** within and  
between  
groups.



© 'Kidney' John Paine 2010



# The Guiding Principles

The **unique** needs of every culture must be **respected.**



# The Guiding Principles

- Families, as defined by culture, are the primary systems of support



# Cultural Proficiency: The Continuum



# Cultural Continuum



**Cultural proficiency**

**Cultural competency**

**Cultural pre-competence**



**Cultural blindness-reductionism**



**Cultural incapacity-intolerance**

**Cultural destructiveness**

# Cultural Proficiency Continuum



**Incapacity**

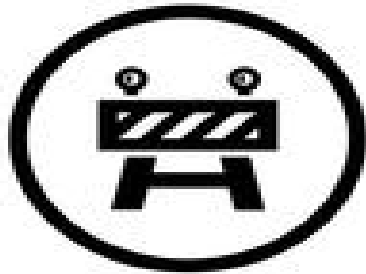
**Pre-Competence**

**Proficiency**

**Destructiveness**

**Blindness**

**Competence**



# Cultural Proficiency: The Barriers



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# Barriers

1. The *presumption* of privilege/entitlement
2. *Systems* of Oppression
3. *Unawareness* of the need to adapt







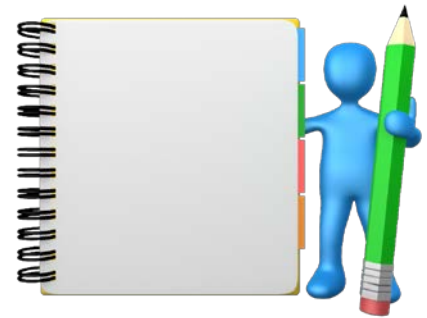
# Reflection...

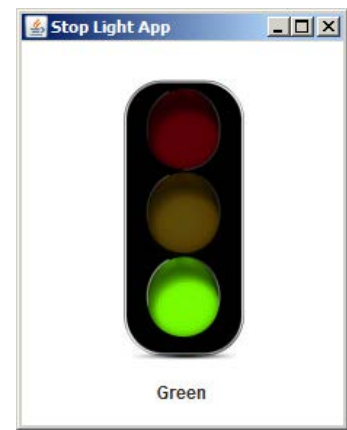
## Personal journaling...

- What questions do you have following the presentation?

## Whole group...

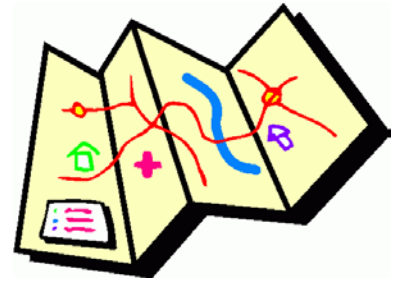
- Open dialogue





- Whether you think you're ready or not, just start right now. There is magic in action.

# Journey Road Map




- Identify the first thing to be changed.
- Brainstorm the strategies for a successful implementation.
- Share!
- Move on to the next small win.



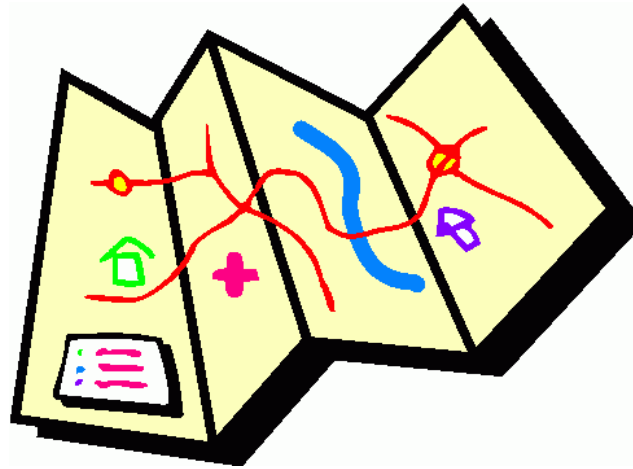
**Comments...**

***One thing you learned!***



“Culture is not an exotic notion studied by a select group of anthropologists in the South Seas. It is a mold in which we are all cast, and it controls our daily lives in unsuspected ways...”

--Edward T. Hall



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# Resource

## **Cultural Proficiency: A Manual for School Leaders, Third Edition**

by [Randall B. Lindsey](#) , [Kikanza J. Nuri Robins](#), [Raymond D. \(Dewey\) Terrell](#)

June 2, 2009 | ISBN-10: 141296363X

| ISBN-13: 978-1412963633 |

Edition: Third Edition