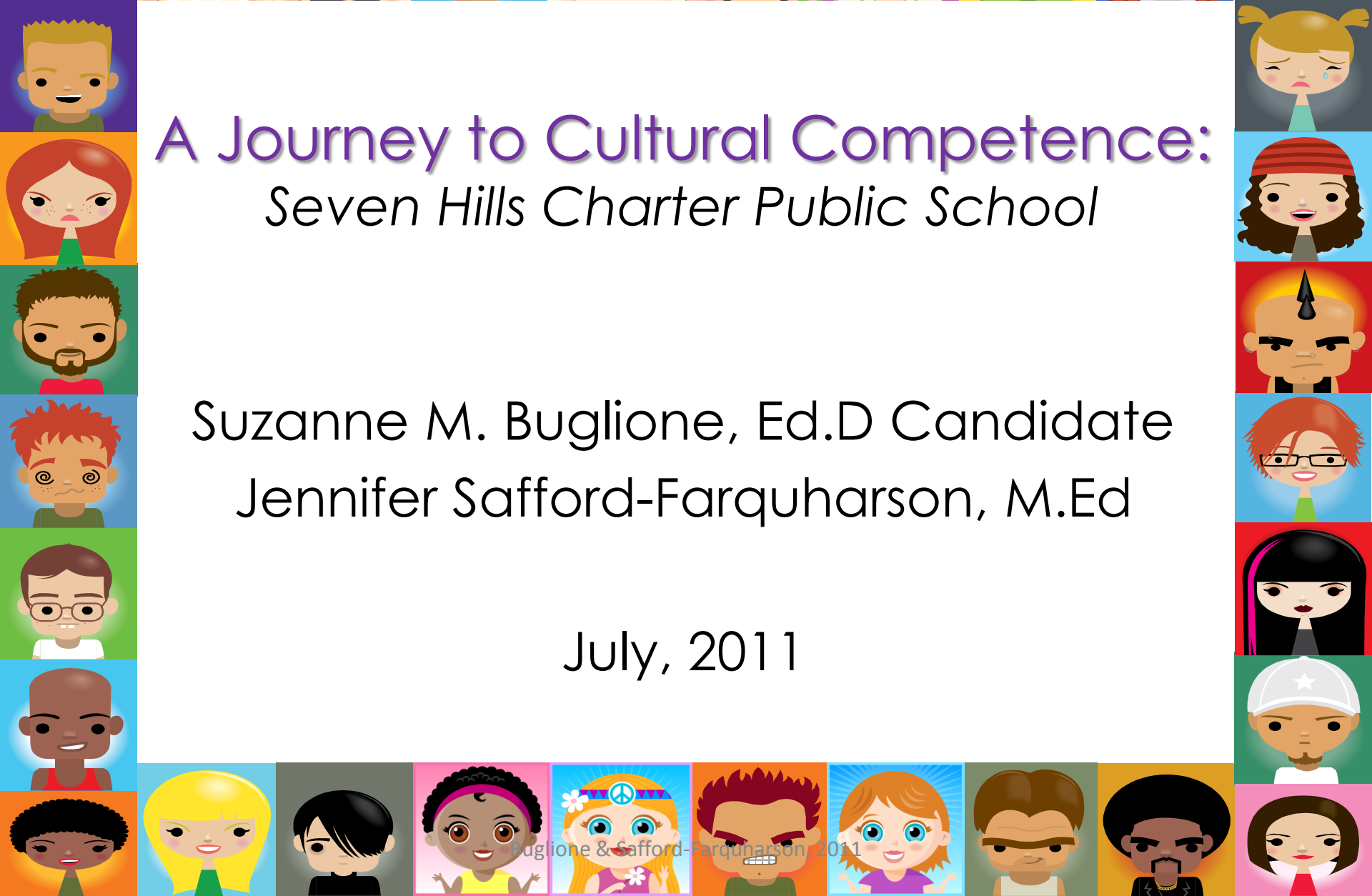




A Journey to Cultural Competence: *Seven Hills Charter Public School*

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July, 2011



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Learning Objectives: SHCPS staff and faculty will:

- Examine the ways in which race, gender, class, language, sexual orientation, religion, disability, and other social identities may impact the teaching and learning process
- Increase self-awareness of their own experiences with culture and the implications for teaching in a multicultural classroom
- Demonstrate an understanding of the historical and contemporary experiences of people from marginalized groups and the impact those experiences may have on the learning process
- Understand and utilize strategies leading to Cultural Competence
- Understand and identify how institutional discrimination and ethnocentric thinking translates into school structures, policies, and practices



Safford-Farquharson & Buglione, 2011



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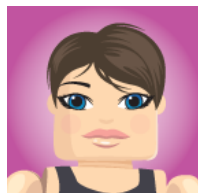
Agenda

- **Presenter Introductions**
- **Establishing a Safe Zone**
- **Looking at Ourselves**
- **Who are our Seven Hills learners?**
- **The crisis in Urban Education**
- **Defining the Journey**
- **Seven Hills & Cultural Competence**
- **Evaluation**



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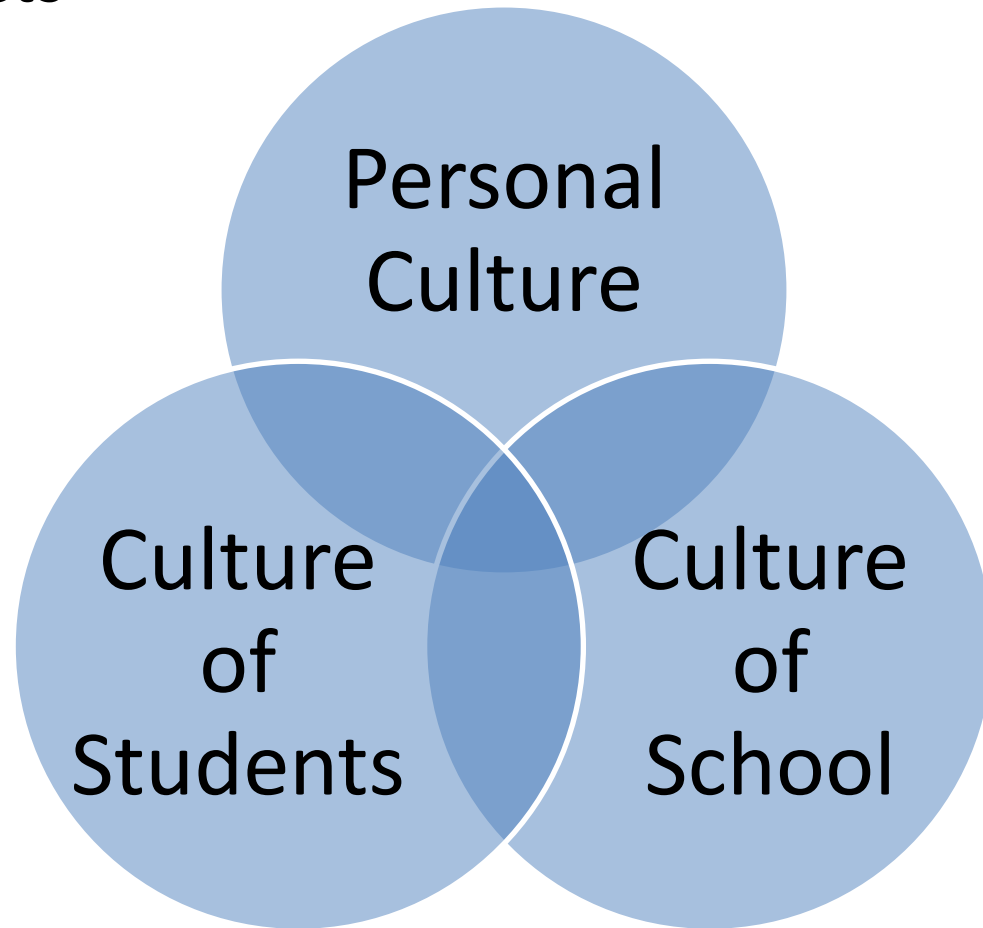
- Equity, diversity & multicultural education work is often shaped to be comfortable & easily digestible
- People need some level of comfort in order to grow
- True change can happen only when people (particularly people with power) allow themselves to be vulnerable to difficult & sometimes uncomfortable dialogue
- This dialogue is the first step toward greater change in our schools & communities



Adapted from
EDCHANGE <http://www.educhange.com/>

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Cultural Effects



Adapted from Teaching Tolerance
www.tolerance.org

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Personal Culture: 6 Things Activity

Write six words or short phrases that describe the essence of who you are. These things should be things that if they were taken away from you, you would not be the same person. You have 5 minutes.

1.

2.

3.

4.

5.

6.

Adapted from Teaching Tolerance
www.tolerance.org

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Personal Culture: 6 Things Activity (cont.)

- Working in groups of 3 – 5 people, cross one item off your list so that only the purest essence of who you are will be listed (think about why you crossed this item off and what the remaining items mean to you)
- Now cross one more item off the list (repeat this process and structure until one item remains on the list)
- Share how the one remaining item can or cannot solely define who you are as a person.

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Personal Culture: 6 Things Activity (Debrief)

What did you notice as you wrote your list?

What did you notice as you shared your list?

What did it feel like to have to cross items off your list?

What did you learn about yourself?

What did you learn about your peers?

Adapted from Teaching Tolerance www.tolerance.org

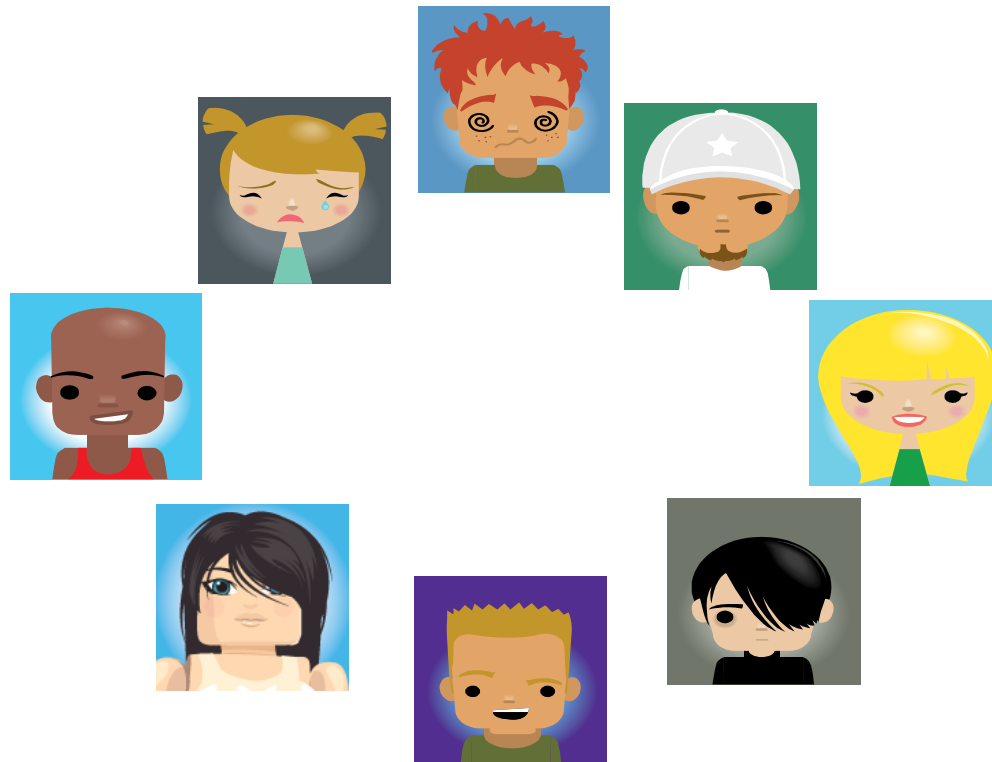
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Identity Groups

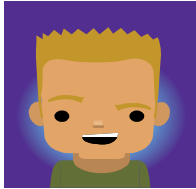


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Our Socialization: Concentric Circles



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Who are our Seven Hills Learners?

- Hispanic/Latino: 45.2%
- African American/Black: 33.6%
- White: 9.4%
- Bi/Multi-Racial: 4.7%
- Asian: 1.3%
- Low Income: 81%
- Limited English Proficiency: 16.1%
- First Language Not English: 25.8%
- Special Ed: 11.3%
- Qualify for Free Lunch: 72.7%
- GLBTQ: Estimated 8.2 – 10%
- **Languages Spoken**

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Culture of Students Profile Activity

Referring to the group on your index card discuss the following perceptions:

- Barriers to education
- Positive attributes
- Media/global perception
- Stereotypes
- Assumptions

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Culture of Students Process Questions

- How is this culture different or similar to your personal culture?
- How did it feel to have the responsibility for making perceptions about this group?
- How did it feel revealing your perceptions?
- Were you surprised by any perceptions made?

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CRISIS IN URBAN EDUCATION...

- How does the crisis that *Waiting for Superman* portrays relate to Seven Hills?



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Definitions... *Evolving through Disagreement, Confusion and Dialogue*

Culture:

- Represents "the values, norms, and traditions that affect how individuals of a particular group perceive, think, interact, behave, and make judgments about their world"
- "an integrated pattern of human behavior including thought, communication, ways of interacting, roles and relationships, and expected behaviors, beliefs, values, practices and customs."
- "The bearer of human wisdom that includes a wealth of human behaviors, beliefs, attitudes, values and experiences of immense worth. It also carries things that are offensive to a person's dignity and well being, and certainly to others whose cultural framework is different."
- is complex and dynamic
- does not determine behavior, but affords group members a repertoire of ideas and possible actions, norms, providing the framework through which they understand themselves, their environment, and their experiences.
- is neither a blueprint nor an identity; individuals choose between various cultural options as well as the intersections of their identities and in our multicultural society, many times choose widely between the options offered by a variety of cultural traditions.

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Definitions...*Evolving through Disagreement, Confusion and Dialogue*



Diversity:

- must be valued before one may be considered culturally competent
- Includes concepts focusing on organizational culture and the intersections of power, structure, and communication all of which may contribute to diversity initiatives or potentially impede them.
- Encourages the process of including the perspectives of under-represented, non-dominant groups in organizations to ensure they have a voice (Orbe & Spellers, 2005)
- The dominant group must also be part of the diversity initiative or an “us versus them” mentality becomes entrenched in the organization impeding or delegitimizing it. (Von Bergen, Soper, & Foster, 2002)

Multiculturalism:

- is the appreciation, acceptance or promotion of multiple cultures, applied to the demographic make-up of a specific place, usually at the organizational level, e.g. schools, businesses, neighborhoods, cities or nations.
- Refers to the "cultural mosaic" often contrasted with the concepts of assimilation and social integration with descriptions such as a "salad bowl" rather than a "melting pot."
- Is political - the advocacy of extending equitable status to oppressed groups

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Definitions...*Evolving through Disagreement, Confusion and Dialogue*

Cultural Competence:

- Is an ability to interact effectively with people of different cultures & deliver culturally appropriate services
- is a set of behaviors, attitudes and policies are present in a system, agency, or among professionals enabling effective work in cross-cultural situations
- Requires 4 cognitive components:
 - **Awareness.** Awareness is consciousness of one's personal reactions to people who are different, 'my worldview as influenced by my own position' – 'what are my biases and prejudices?'
 - **Attitude.** Emphasizes the difference between training that increases awareness of cultural bias and beliefs, in general and training that has participants carefully examine their own beliefs and values about cultural differences.
 - **Knowledge.** Our values and beliefs about equality may be inconsistent with our behaviors, and we may be unaware of it – what is 'my knowledge about other cultural groups and their power?'
 - **Skills.** Focuses on practicing cultural competence with an intentional commitment to lifelong learning and the development of cross-cultural skills.
- A developmental process (for individuals, systems and organizations) that evolves over time as one moves across the cultural competence continuum
- Requires considerable effort to develop, as well as searching for role models, and spending as much time as possible with other people who share a passion for cultural competence

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Definitions...*Evolving through Disagreement, Confusion and Dialogue*

Cultural Humility:

- Focuses on the providers' worldview, so that the provider develops cultural humility
- Lifelong process of self-reflection and self-assessment
- Provider is encouraged to develop a respectful partnership with each person through interviewing, exploring similarities and differences between their priorities, goals, and capacities.

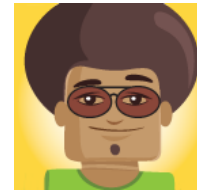
Interpretive Competence:

- Is the ability to develop self-understanding educational settings
- Understanding and self-understanding (self-knowledge) are interdependent and connected – the way we interpret is a projection of who we are
- Changes in self-understanding = changes in interpretation
- Constructing multiple interpretations is synonymous with the development of self-understanding: we grow and change when we understand differently.

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School Culture

- **Practices**
- **Policies**
- **Perceptions**



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- **Next Steps**
- **Resources & References:** To be added to Seven Hills Charter Public School Website
- **Evaluation**
- **Thank you!**

