

## 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" (Chamberlain, 2005, p. 197).
- "an integrated pattern of human behavior including thought, communication, ways of interacting, roles and relationships, and expected behaviors, beliefs, values, practices and customs." (Taylor, 1996)
- "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." (Nine-Curt, 1984)
- 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.
- Culture is ever changing and always being revised
- Culture 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.

#### **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

### **Cultural Competence...**

- Is an ability to interact effectively with people of different cultures
- is a “set of congruent behaviors, attitudes and policies that come together in a system, agency, or among professionals that enables 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.
- Is a development process that evolves over time as one moves across the cultural competence continuum; both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum.
- Requires work on an individual, organizational and systems basis
- Is an ability to deliver culturally appropriate services
- 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
- Requires that organizations have a defined set of values and principles, and demonstrate behaviors, attitudes, policies, and structures that enable them to work effectively cross-culturally.

### **Cultural Humility...**

- Focuses on the providers' worldview, so that the provider develops cultural humility
- Lifelong process of self-reflection and self-
- 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.

ADD SOMEWHERE?

Equity, diversity, and multicultural education work can often be shaped to be comfortable and easily digestible. We believe that people need some level of comfort in order to grow, in order to "inform ourselves," we also believe that true change can happen only when people, and particularly people with power, allow themselves to be vulnerable to difficult, and sometimes uncomfortable, dialogue. This dialogue is the first step toward greater change in our schools and communities. EDCHANGE

**Who dares to teach must never cease to learn. –John Cotton Dana**

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- Diversity Training University International (DTUI) <http://www.dtui.com/>
- EDCHANGE <http://www.edchange.org/>