Welcome to Cultural Competence for New Educators

The webinar will begin @ 7:00 p.m. (EST)

Webinar Ground Rules.....

➢ Phone lines will be muted during the meeting/webinar.

➢ Use Chat to submit questions while the presenters are sharing.

➢ During the Q&A session, press *6 to unmute or mute your phone line to ask a question.

➢ Thank you ALL for your professionalism and your patience with the virtual meeting process!

➢ Answer the poll question to the right before we get started (more to follow during webinar)
It’s not “just” good teaching: Cultural Competence for New Educators

National Education Student Program Webinar
May 9, 2017
Dr. Adriane E.L. Dorrington, Ms. Mattie Walton, Dr. Yolanda Stewart
Objectives

• Understand “cultural competence” and related terms

• Listen to voices from the field

• Explore skill areas of cultural competence

• Explore culturally responsive teaching practices
Community Norms

Stay engaged → Do not check-out

Share your truth → Share what is in your heart

Experience discomfort → Connect with your feelings

Expect/accept non-closure → Agree to disagree

Adapted from Singleton & Lipton, *Courageous Conversations About Race*, 2006.
NEA and Social Justice

- NEA is rooted in social justice.
- Social justice principles are embedded in who we are and what we do.
The National Education Association

**Vision**...a great public school for every student.

**Mission**...advocate for education professionals and to unite our members and the nation to fulfill the promise of public education
Teachers and Students: Demographic Differences

- Teachers: Between 82% and 85% are White

- Students:
  - 48-51% are American Indian/Alaska Native, Asian American, Black, or Hispanic (classrooms are becoming more diverse)

Implications: *There may exist wide cultural gaps between educators and their students*
Polling Question: What is Culture?

Which of the following statement is NOT true:

1. Culture is not a unified group of symbols and meanings that can be definitively interpreted.

1. Culture are multiple practices that are performed and negotiated in different social relations.

1. Cultures can be understood as surface culture and deep culture.

1. Culture is most often constructed absent of human encounters.
What is Culture?

• A combination of thoughts, feelings, attitudes, beliefs, values, behavior patterns, and practices that are shared by racial, ethnic, religious, or social groups, including

• How we do things around here...
Cultural Iceberg

An Iceberg Concept of Culture

- dress
- age
- gender
- language
- race or ethnicity
- physical characteristics
- eye behavior
- facial expressions
- body language
- sense of self
- gender identity
- notions of modesty
- concept of cleanliness
- emotional response patterns
- rules for social interaction
- child rearing practices
- decision-making processes
- approaches to problem solving
- concept of justice
- value individual vs. group
- perceptions of mental health, health, illness, disability
- patterns of superior and subordinate roles in relation to status by age, gender, class
- sexual identity & orientation

Slide Source: The National Center for Cultural Competence, 2005

and much more...
What is cultural competence?
Cultural Competence Defined

• The ability to successfully teach and or work with students who come from cultures other than one’s own [or sometimes from one’s own cultures]
  (Adapted from: Cultural Competence: A Primer for Educators. Diller and Moule, 2005)

• The practice of recognizing differences among students and families, and responding positively to those differences [does not apply a deficit model]
Definitions

• Cultural competence - refers to a persons **skill** or **mastery level**.

• Culturally responsive teaching - refers to **practices and learning environments**.

• Culturally relevant or culturally appropriate - refers to the **ability to connect to the learner intellectually, socially, emotionally, and/or politically**.
Voices From the Field

- Mattie Walton
  - Teaching since 2013
  - Grades 5/6 – Core subjects
  - Billings, Montana
Voices From the Field

- Yolanda Stewart, PhD
  - Teaching since 2001
    - (Career Switcher)
  - Grade 8: Literature & Composition
  - Columbus, OH
My Journey:
The Matrix or Nah
25 Significant Factors

1. Relationships!
2. Relationships!
3. Relationships!
4. Relationships!
5. Relationships!
6. Relationships!
7. Relationships!
8. Relationships!
9. Relationships!
10. Relationships!
11. Relationships
12. Relationships!
13. Relationships!
14. Relationships!
15. Relationships!
16. Relationships!
17. Relationships!
18. Relationships!
19. Relationships!
20. Relationships!
21. Relationships!
22. Relationships!
23. Relationships!
24. Relationships!

25. Developing A Solid Framework for Teaching
Developing a Framework for Teaching

- **Enabling** (Tatum, 2008) *Texts, Pedagogies & School Contexts* move beyond a solely cognitive focus—such as skill and strategy development—to include a social, cultural, political, spiritual, or economic focus.

- Enabling includes the following features:
  a. They contribute to a healthy psyche.
  b. They focus on a collective struggle.
  c. They provide a road map for being, doing, and acting.
  d. They provide modern awareness of the real world.

Developing a Framework for Teaching

Pedagogy of Multiliteracies Framework (New London Group, 1996)

1. **Situated Practice** (What will make this relevant for students’ lives?)

2. **Overt Instruction** (What practice with specific skills will students need to comprehend this material?)

3. **Critical Framing** (How can I critically frame the text to encourage students to consider multiple perspectives, interpretations and nuances? No text is neutral.)

4. **Transformative Practice** (How can I help them remix and reframe their knowledge to produce/design something new for another context beyond the walls of the classroom or school?)

Thematic Social Justice
Units of Study

Module A
Define Self:
What are your passions, your values, your goals?

Module B
Become Resilient:
How do you stay strong when life puts obstacles in your way?

Module C
Engage Others:
How do you work with other people to make a difference?

Module D
Build Capacity:
What can you do to make this world a better place?
Four Major Skills Areas of Cultural Competence

- **Being culturally self-aware**
- Valuing diversity
- Understanding the social and historical dynamics of cultural interactions
- Institutionalizing cultural knowledge and adapting to diversity

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Summary

Culturally competent educators:

• Understand their own culture, others’ cultures, and the role of culture in education
• Take responsibility for learning about students’ cultures and communities
• Use students’ cultures as a basis for learning
• Communicate high expectations
• Use active teaching methods
• Reshape the curriculum to reflect students’ diversity

Source: Crossing over to Canaan: The Journey of New Teachers in Diverse Classrooms, Ladson-Billings, 2001
Cultural Competence is a Journey, NOT a DESTINATION

- Communities change
- We discover new layers of our own cultural assumptions
- The work of bridging cultures is never complete
Resources
Columbus City School Demographics

• urban school district serving approximately 52,000 students in 125 schools (75 elementary schools, 26 middle schools, 24 high schools)

• Student mobility rate: 19.7%

• Students qualifying for free and reduced-price meals: 77.3%

• African American: 60.0%--Caucasian: 27.2%--Hispanic: 6.1%

• Asian: 1.9%--Multiracial: 4.5%--Asian: 1.9%

• Students are provided with special education services: 17.2%

• Students identified as Gifted and Talented by state standards: 17.7%

• Students receiving English as a Second Language (ESL) services: 6.4%
Billings Montana Demographics

- City of about 100,000 (draws in many people from rural agriculturally-based smaller towns in Eastern MT and WY. (Yellowstone County 150, 000 which is largest county)

- 89% of population is Caucasian; 5% Hispanic, 5% Native American, 4% Hispanic -- homogeneous community in a homogeneous state

- Billings Public Schools:
  - Largest district in MT--22 elm, 6 middle schools, 3 HS + 1 vocational HS, and adult learning
  - Miles Avenue School: 63% on free and reduced lunches= Title I school, 76% white (227/299), 0.043% American Indian/Alaskan Native (13/299), 0.01% Asian (3/299), 0.006% Black/African American (2/299), 0.08% Hispanic/Latino (24/299), 0.096% Multi-Racial (29/299), 0.0033% Native Hawaiian/Pacific Islander (1/299)
Benefits of Social Justice

- Dismantles the single-story
- Rescues and refine the significance of teaching and the possibility to improve the human condition. (Tatum, p.91)
- Moves educators and students to engage in dialogue about issues or concepts that matter is school and society
- May cause internal conflicts
- Can’t be settled by one person
- Can be addressed from multiple perspectives and in relation to multiple identities
Benefits of Social Justice

- underscore the importance of work that hold literacy and learning are not neutral enterprises (Gee, 1990; Street, 1995; Freire, 1997)

- is generally concerned with the design, redesign, critique and broadening definitions of text (Lankshear & Knoebel, 2006)
Benefits of Social Justice

- increasing **agency**, redefining textual positioning and constructing knowledge of everyday life by **critiquing** one’s social, economic and political positioning (Hagood, 2009)

- providing opportunities for student innovation and **creativity**...guiding students through a repertoire of operational and **critical** skills (Luke, 2000)
Next Steps?

• How can we provide leadership regarding social justice teaching practices?

• How can we better disseminate resources and tools to each other?
Culturally Responsive Teaching Practices

• Foster good relationships among students, families, communities, and schools
• Ensure that classroom environment and instructional methods validate students’ cultural identities
• Motivate all students to participate actively in learning
• Challenge students to strive for excellence commensurate with their ability to learn—even those with a history of failure
• Encourage students to think critically—to make responsible decisions and think for themselves
QUESTIONS

diversity broadly defined
income disparities
social justice
human rights

social justice

global

inequality
poverty

access to education
access to healthcare

humanitarian perspective

human rights

social justice

education
economic vitality

homelessness
tolerance

conflict resolution

shrinking middle class

non-traditional lifestyles

access to food

access to healthcare

access to education