Understanding Culture and Cultural Responsiveness

Academy 1: Appreciating Culture and Cultural Responsiveness

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Introductions

Facilitator and Sponsors

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Participants
Agenda

- Academy Overview ........................................................................................................................................... 10 minutes
- Activity: Ground Rules ................................................................................................................................. 15 minutes
- Lecturette: Race, Culture, Ethnicity ............................................................................................................... 35 minutes
- Activity: U.S. Census ........................................................................................................................................ 10 minutes
- Lecturette: Dimensions of Culture ............................................................................................................... 15 minutes
- Questions ....................................................................................................................................................... 5 minutes
- Break ............................................................................................................................................................. 10 minutes
- Lecturette: Why Does Culture Matter? ......................................................................................................... 15 minutes
- Lecturette: Digging Deeper, Taking Action ................................................................................................... 40 minutes
- Activity: Defining Cultural Responsivity ..................................................................................................... 20 minutes
- Lecturette: Cultural Responsivity .................................................................................................................. 30 minutes
- Questions ....................................................................................................................................................... 5 minutes
- Break ............................................................................................................................................................. 10 minutes
- Lecturette: How to Become Culturally Responsive ....................................................................................... 35 minutes
- Activity: Vignettes ........................................................................................................................................... 20 minutes
- Questions ....................................................................................................................................................... 5 minutes
- Things to Remember ..................................................................................................................................... 5 minutes
- Outcomes Review .......................................................................................................................................... 10 minutes
- Total ................................................................................................................................................................. 4:55
Outcomes

Following this academy, you will be able to:

• Review your own cultural beliefs and behaviors so you can broaden your cultural responsivity to other people’s (students’) cultures.

• Understand the impact of culture on individuals and systems- why does it matter

• Develop a diversity perspective- understanding the developmental process of becoming a culturally responsive educator

• Understand the development of a culturally responsive perspective and pedagogy

• Understand what happens when we are NOT culturally responsive
Activity: Ground Rules

Materials:  Chart paper; markers; tape

Time limit: 10 minutes

Part 1: Small Group Dialog.
What would it take to feel safe when talking, sharing, and participating in the academy? (5 minutes)

Part 2: Setting Ground Rules.
As a whole group, share suggestions from the small group activity and summarize them into three to five ground rules for the academy. (5 minutes)
Activity: Ground Rules

Part 1: Small Group Dialog.
What would it take to feel safe when talking, sharing, and participating in the academy?

Include in your dialogue how a safe, culturally responsive, and interactive learning environment can be created through body language, words and language, physical arrangement, and instructional design.

5 Minutes
Activity: Ground Rules

Part 1: Small Group Dialog.
What would it take to feel safe when talking, sharing, and participating in the academy?

Include in your dialogue how a safe, culturally responsive, and interactive learning environment can be created through body language, words and language, physical arrangement, and instructional design.

4 Minutes
Activity: Ground Rules

Part 1: Small Group Dialog.
What would it take to feel safe when talking, sharing, and participating in the academy?

Include in your dialogue how a safe, culturally responsive, and interactive learning environment can be created through body language, words and language, physical arrangement, and instructional design.

3 Minutes
Activity: **Ground Rules**

Part 1: Small Group Dialog.
What would it take to feel safe when talking, sharing, and participating in the academy?

Include in your dialogue how a safe, culturally responsive, and interactive learning environment can be created through body language, words and language, physical arrangement, and instructional design.

2 Minutes
Activity: Ground Rules

Part 1: Small Group Dialog.
What would it take to feel safe when talking, sharing, and participating in the academy?

Include in your dialogue how a safe, culturally responsive, and interactive learning environment can be created through body language, words and language, physical arrangement, and instructional design.

1 Minute
Activity: Ground Rules

Part 2: Setting Ground Rules.
As a whole group, share suggestions from the small group activity and summarize them into three to five ground rules for the academy.

List the rules on a chart paper and hang them on a wall to remind everyone of the ground rules for participating in the academy.
Activity: Ground Rules

Part 2: Setting Ground Rules.

As a whole group, share suggestions from the small group activity and summarize them into three to five ground rules for the academy.

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5 Minutes
Activity: Ground Rules

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Activity: Ground Rules

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2 Minutes
Activity: Ground Rules

Part 2: Setting Ground Rules.
As a whole group, share suggestions from the small group activity and summarize them into three to five ground rules for the academy.

List the rules on a chart paper and hang them on a wall to remind everyone of the ground rules for participating in the academy.

1 Minute
Race

You are classified as...
Ethnicity

You identify with…
Culture

You continually construct from history, circumstances, family, & community…
Activity

This is the official form for all the people at this address. It is quick and easy, and your answers are protected by law. Complete the Census and help your community get what it needs — today and in the future!

Start Here

Please use a black or blue pen.

1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2000?
   Number of people

   INCLUDE in this number:
   • foster children, roomers, or housemates
   • people staying here on April 1, 2000 who have no other permanent place to stay
   • people living here most of the time while working, even if they have another place to live

   DO NOT INCLUDE in this number:
   • college students living away while attending college
   • people in a correctional facility, nursing home, or mental hospital on April 1, 2000
   • Armed Forces personnel living somewhere else
   • people who live or stay at another place most of the time

2. Is this house, apartment, or mobile home — Mark [X] ONE box.
   □ Owned by you or someone in this household with a mortgage or loan?
   □ Owned by you or someone in this household free and clear (without a mortgage or loan)?
   □ Rented for cash rent?
   □ Owned by someone who is not in this household?

4. What is Person 1’s telephone number? We may call this person if we don’t understand an answer.
   Area Code + Number

5. What is Person 1’s sex? Mark [X] ONE box.
   □ Male    □ Female

6. What is Person 1’s age and what is Person 1’s date of birth?
   Age on April 1, 2000
   Print numbers in boxes
   Month      Day      Year of birth

   NOTE: Please answer BOTH Questions 7 and 8.

7. Is Person 1 Spanish/Hispanic/Latino? Mark [X] the “No” box if not Spanish/Hispanic/Latino.
   □ No, not Spanish/Hispanic/Latino
   □ Yes, Puerto Rican
   □ Yes, Mexican, Mexican Am., Chicano
   □ Yes, Cuban
   □ Yes, other Spanish/Hispanic/Latino — Print group.
What is Culture?

Culture is the system of shared beliefs, values, customs, behaviors, and artifacts with which the members of society use to understand their world and one another.
Dimensions of Culture

Language

Space and Proximity

Time
Dimensions of Culture

Gender Roles

Family Roles

Taboos
Dimensions of Culture

Family Ties

Grooming & Presence

Life Cycles
Dimensions of Culture

Status of age

Autonomy

Education
Now’s a good time to ask questions or clarify something you heard...
Stretch!
Why Does Culture Matter?

As educators, we are committed to ensuring that all children can learn and achieve to the best of their ability.
Stages of Cultural Identity

Stage 1: Cultural Psychological Captivity

Stage 2: Cultural Encapsulation

Stage 3: Cultural Identity Clarification

Stage 4: Biculturalism

Stage 5: Multiculturalism and Reflective Nationalism

Stage 6: Globalism and Global Competency

James A. Banks, 2006
Digging Deeper and Taking Action

Each person is culturally unique
Digging Deeper and Taking Action

Diversity within cultures is important
Digging Deeper and Taking Action

People have both personal identities and group identities
Digging Deeper and Taking Action

Culture is ever present
Activity: Define Cultural Responsivity
How do we Become Culturally Responsive?
Stretch!
What is Cultural Responsivity?

*Cultural responsivity* refers to the ability to learn from and relate respectfully to people from your own and other cultures.
Defining Cultural Responsivity

Different terms used to talk about the idea of cultural responsivity:

- Culturally responsive
- Culturally competent
- Diversity perspective
- Multicultural
- Inclusive

For the purpose of continuity in this series, we use the term cultural responsivity.
What are the Benefits of Culturally Responsivity?

• Increased level of comfort
• Increased knowledge
• Increase in freedom
• Discovery of passions
• Increased capacity to teach
• Increased resources and knowledge
How do You Become Culturally Responsive?

• Develop cultural self-awareness

• Appreciate the value of diverse views

• Avoid imposing your own values on others
How do You Become Culturally Responsive?

• Examine your own teaching for cultural bias

• Build on students’ cultural strengths
How do You Become Culturally Responsive?

• Discover your students’ primary cultural roles; incorporate culture into your teaching

• Learn what you can about various cultures

• Accept your own naïveté

• Enjoy the journey
Achieving Your Goal

Indicators of cultural responsiveness
Resources to Enhance Your Cultural Knowledge

• Your local library
• The Internet
• Local cultural celebrations
• Local culturally-based organizations
Vignettes

• Vignette #1: Mrs. Jones’ Frustration
• Vignette #2: Watershed
• Vignette #3: You Have to Speak Up
Now’s a good time to ask questions or clarify something you heard…
Things to Remember

• Review your own cultural beliefs and behaviors so you can broaden your cultural responsivity to other people’s (students’) cultures.

• Understand the impact of culture on individuals and systems - why does it matter

• Develop a diversity perspective - understanding the developmental process of becoming a culturally responsive educator

• Understand the development of a culturally responsive perspective and pedagogy

• Understand what happens when we are NOT culturally responsive Take advantage of resources to learn about other cultures. Use the library, parents, coworker, or cultural celebrations to increase your knowledge.
Outcomes Review

Activity: Outcomes Review

Materials: Outcomes Review Handout

Time Limit: 10 minutes

Part 1: Complete your chosen outcome and talk with your small group about what you’ve learned. (5 minutes)

Part 2: Share your ideas with the whole group. (5 minutes)
Outcomes Review

Activity: Outcomes Review

Part 1: Complete your chosen outcome and talk with your small group about what you’ve learned. Focus on one outcome, or at the most, two outcomes.

5 Minutes
Outcomes Review

Activity: Outcomes Review

Part 1: Complete your chosen outcome and talk with your small group about what you’ve learned. Focus on one outcome, or at the most, two outcomes.

4 Minutes
Outcomes Review

Activity: Outcomes Review

Part 1: Complete your chosen outcome and talk with your small group about what you’ve learned. Focus on one outcome, or at the most, two outcomes.

3 Minutes
Outcomes Review

Activity: Outcomes Review

Part 1: Complete your chosen outcome and talk with your small group about what you’ve learned. Focus on one outcome, or at the most, two outcomes.

2 Minutes
Activity: Outcomes Review

Part 1: Complete your chosen outcome and talk with your small group about what you’ve learned. Focus on one outcome, or at the most, two outcomes.

1 Minute
Outcomes Review

Activity: Outcomes Review

Part 2: Share your ideas with the whole group.
Outcomes Review

Activity: Outcomes Review

Part 2: Share your ideas with the whole group.

5 Minutes
Outcomes Review

Activity: Outcomes Review

Part 2: Share your ideas with the whole group.

4 Minutes
Outcomes Review

Activity: Outcomes Review

Part 2: Share your ideas with the whole group.

3 Minutes
Outcomes Review

Activity: Outcomes Review

Part 2: Share your ideas with the whole group.

2 Minutes
Outcomes Review

Activity: Outcomes Review

Part 2: Share your ideas with the whole group.

1 Minute
Thank you!

Tell us what you thought…