

Developing Intercultural Competence



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Patricia Núñez, M. Ed.

teachingforbilitracypn@gmail.com

Food

Fashion

Festivals

Famous People





- Culture is _____.
- Culture affects learning in that _____.
- What makes understanding culture important to my teaching is _____.

Who We Are

**All of us “have culture” and
are affected by cultural
elements.**

**These cultural elements
impact learning and teaching.**



Age/ Generation

Urban/Rural

Race/ Ethnicity

Gender

Socio-



Family

Marital Status

Exceptionality

Citizenship

Death

Health

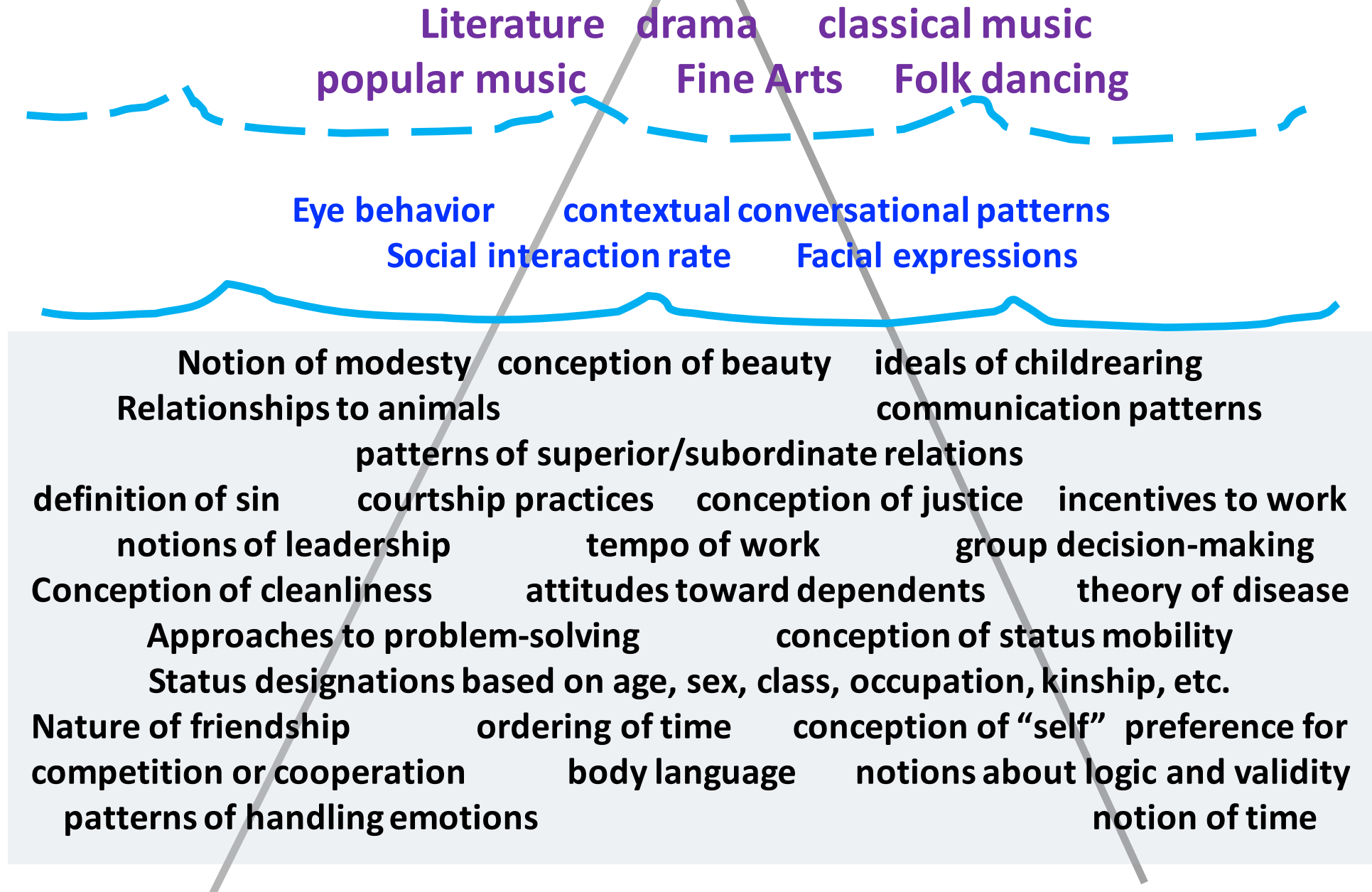
Education

Sexual Identity

Language

Cultural Iceberg

Adapted from Else Hamayan, Illinois Resource Center



Cultural Elements

- Gender
- Age/Generation / Neighbor
- Family
- Birth order
- Socio-economics
- Religion / Race / Ethnicity
- Education
- Urban/Rural/Suburban
- Language
- Marital Status
- Sexual Identity
- Exceptionality
- Death / Health



Cultural Elements

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- Age/Generation / Neighbor
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**Insider Perspective vs.
Outsider Perspective**



- People tend to form their **first impressions** about others based on their **own experiences** with differences and diversity, and what they perceive as the norm.
- Therefore, to deal with diversity, we begin by describing who our students are at the **deeper levels of cultural identity**.
- We make sure we truly **understand** the different groups of students who are present in our schools.

In pairs

- Choose one element that you are comfortable talking about
- Share with your partner why you put it as a part of your module and how it has impacted your identity



Other categories:

- **Religion/Spirituality**
- **Nationality**
- **Migration**
- **Neighborhood/Community**
- **Hobby/Sport**
- **Regionality**
- **Politics**
- **Travel**
- **Birth Order**
- **Parenting**
- **Other life experiences**

Continua of Cultural Variants

- Family life
- Social interactions
- Education
- Work and achievement
- Individuality
- Wealth and materialism
- Time
- Age
- Space
- Communication and linguistics
- Religious tenets
- Nature

Culture & Child-Rearing

MEAN AGE EXPECTATIONS IN MONTHS FOR MILESTONE ATTAINMENT

Milestone	Anglo	Puerto Rican	Filipino
Eat Solid Food	8.2	10.1	6.7
Training Cup	12.0	17.1	21.9
Utensils	17.7	26.5	32.4
Finger Food	8.9	9.4	9.5
Wean	16.8	18.2	36.2
Sleep by Self	13.8	14.6	38.8
Sleep all Night	11.4	14.5	32.4
Choose Clothes	31.1	44.2	33.1
Dress Self	38.2	44.2	39.2
Play Alone	25.0	24.8	12.3
Toilet Trained/Day	31.6	29.0	20.4
Toilet Trained/Night	33.2	31.8	34.2
Source: Schulze, Harwood, Goebel and Schuber, 1999 in <u>Zero to Three</u> , December 1999/January 2000			

Addressing Diversity

In some ways, the more **different** we are from each other, the more **challenging** it is going to be to get along with, understand and build relationships with one another.

The iceberg concept of culture

Primarily in awareness

Fine arts Literature
Drama Classical music Popular music
Folk-dancing Games Cooking Dress

Primarily out of awareness

Notions of modesty Conception of beauty
Ideals governing child raising Rules of descent Cosmology
Relationship to animals Patterns of superior/subordinate relations
Definition of sin Courtship practices Conception of justice Incentives to work
Notions of leadership Tempo of work Patterns of group decision-making
Conception of cleanliness Attitudes to the dependent Theory of disease
Approaches to problem solving Conception of status mobility Eye behaviour
Roles in relation to status by age, sex, class, occupation, kinship, etc. Definition of insanity
Nature of friendship Conception of "self" Patterns of visual perception Body language
Facial expressions Notions about logic and validity Patterns of handling emotions
Conversational patterns in various social contexts Conception of past and future Ordering of time
Preference for competition or co-operation Social interaction rate Notions of adolescence
Arrangement of physical space Etc.

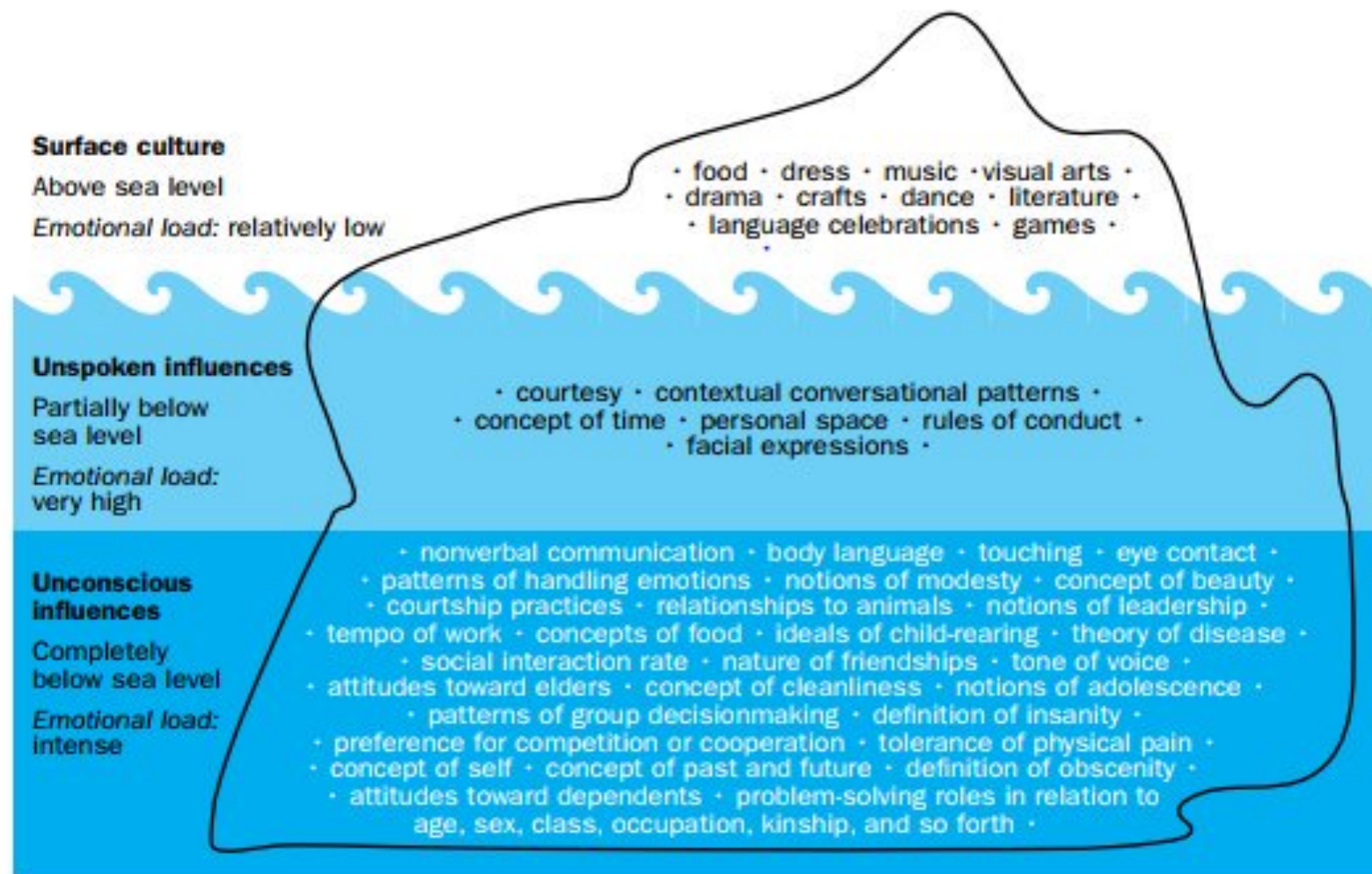
THE WATERLINE OF VISIBILITY



Source: PricewaterhouseCoopers

Tool: The iceberg concept of culture graphic

Like an iceberg, the largest share of cultural influences are below the surface.



Source: Based on Indiana Department of Education, Office of English Language Learning and Migrant Education (n.d.), p. 29. Used with permission.

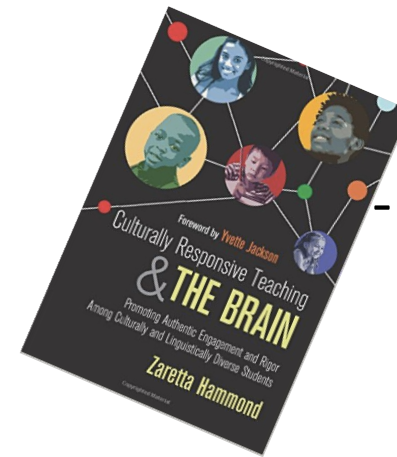
Addressing Diversity

Therefore, we **approach differences** knowing that we ourselves are **limited by our experiences.**

**We go
beyond the surface**

“Culture is the shared norms, beliefs and behaviors that connect a given group and are passed from **generation to generation.**”

Zaretta Hammond



DIMENSIONS OF EQUITY

MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE EDUCATION
Focuses on celebrating diversity	Focuses on exposing the social political context that students experience	Focuses on improving the learning capacity of diverse students who have been marginalized educationally

A difference I notice between the focus of

_____ & _____ is _____ .



DIMENSIONS OF EQUITY

MULTICULTURAL EDUCATION

Centers around creating positive social interactions across difference.

SOCIAL JUSTICE EDUCATION

Center around raising students' consciousness about inequity in everyday social, environmental, economic, and political aspects of life.

CULTURALLY RESPONSIVE EDUCATION

Centers around the affective & cognitive aspects of teaching and learning.

I notice _____ education centers more around
_____ than _____ education.



DIMENSIONS OF EQUITY

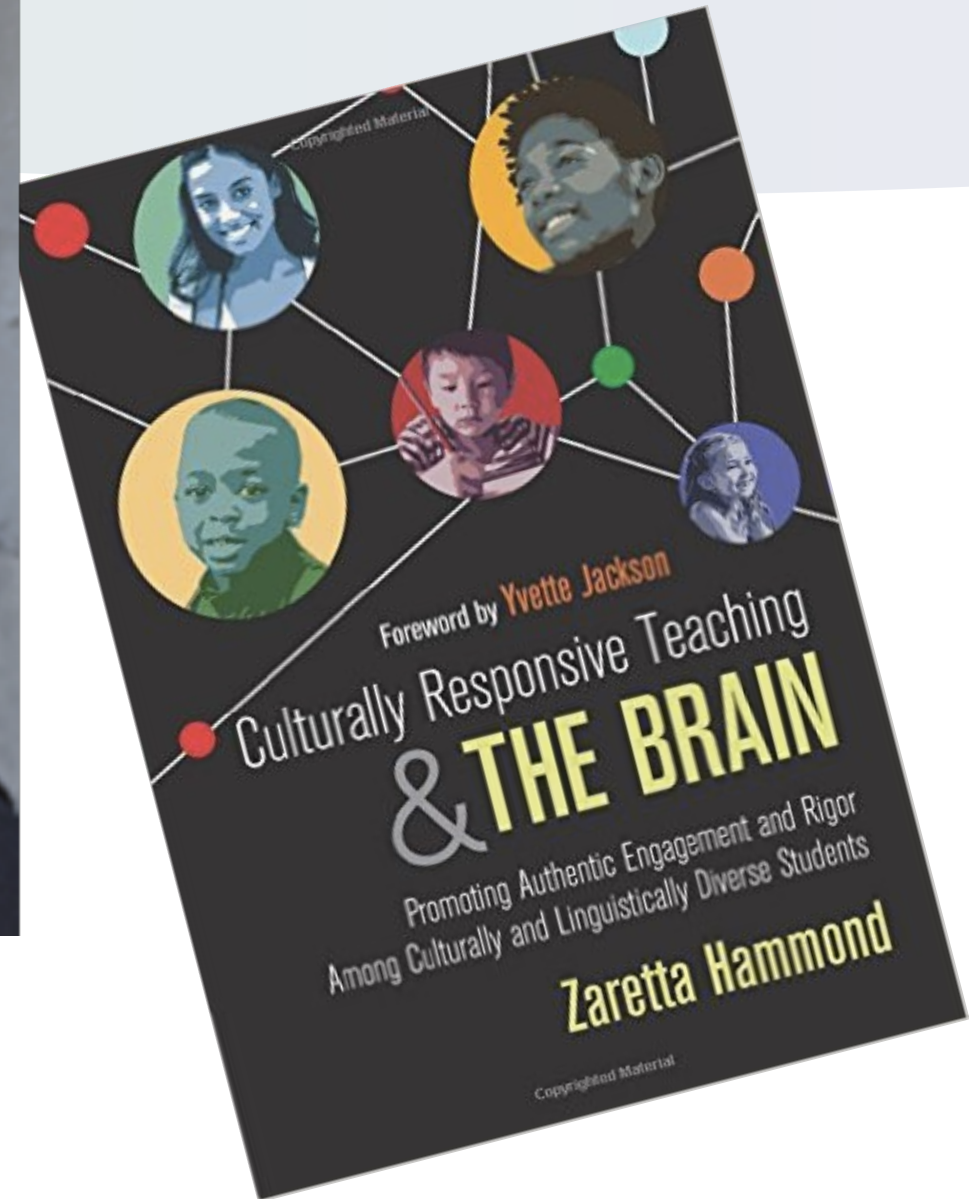
MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE EDUCATION
Concerns itself with exposing privileged students to diverse literature, multiple perspectives, and inclusion in the curriculum as well as help students of color see themselves reflected.	Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society.	Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color.

The concern of the _____ approach is one I find _____





Zaretta [Hammond](#)



CULTURALLY RESPONSIVE EDUCATION

Focuses on improving the learning capacity of diverse students who have been marginalized educationally

Centers around the affective & cognitive aspects of teaching and learning.

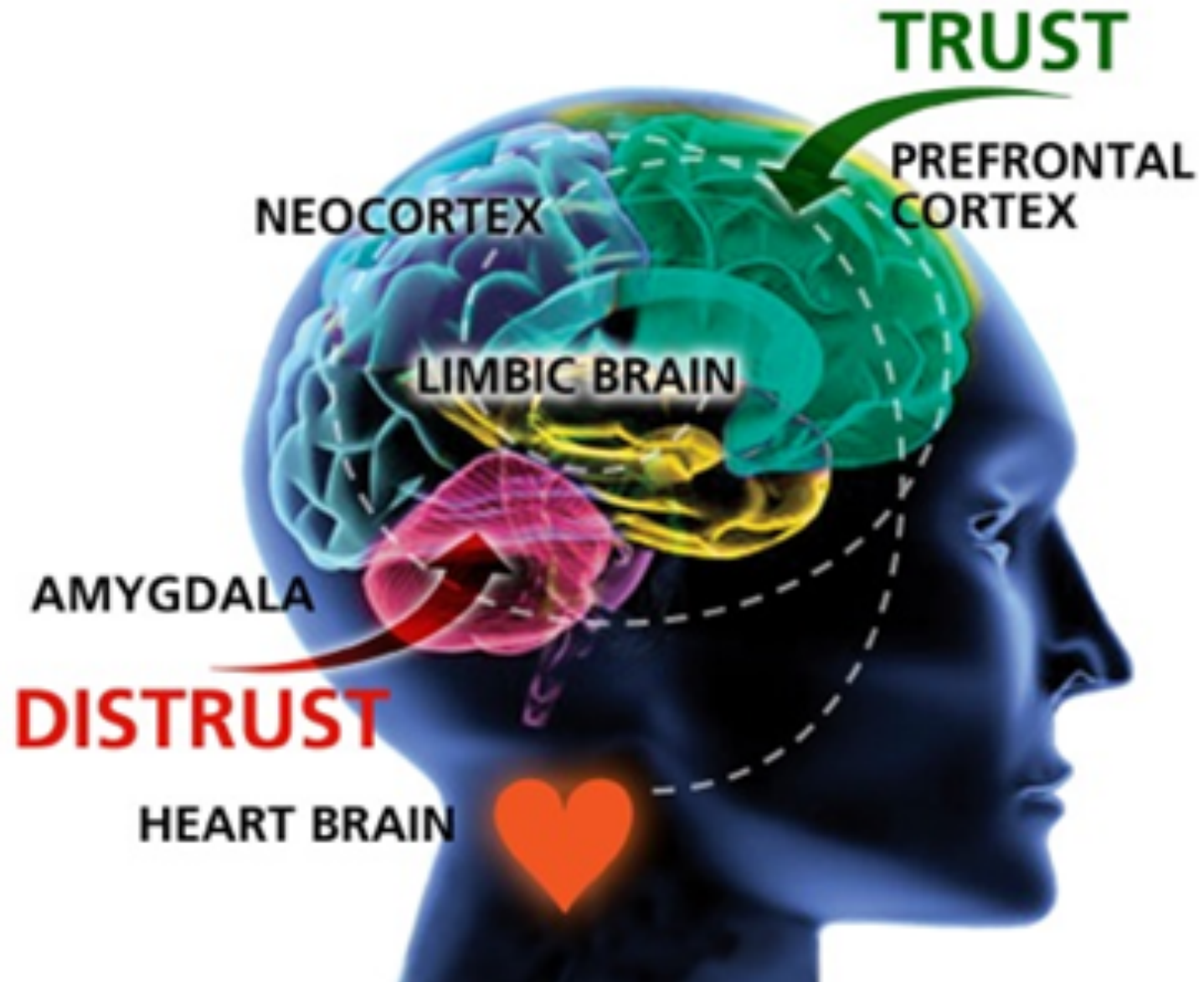
Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color.

In other words.....

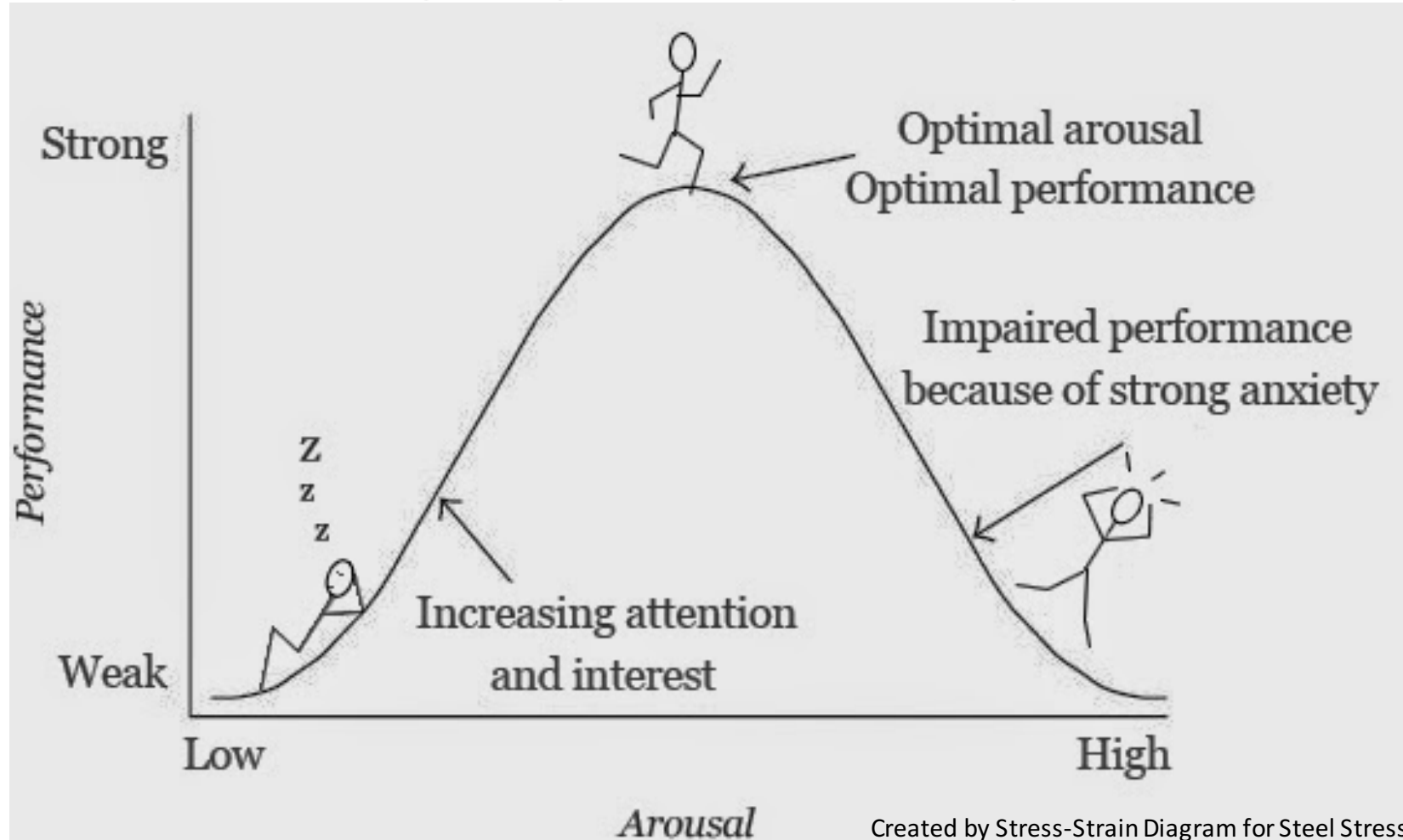




DISTRUST & TRUST



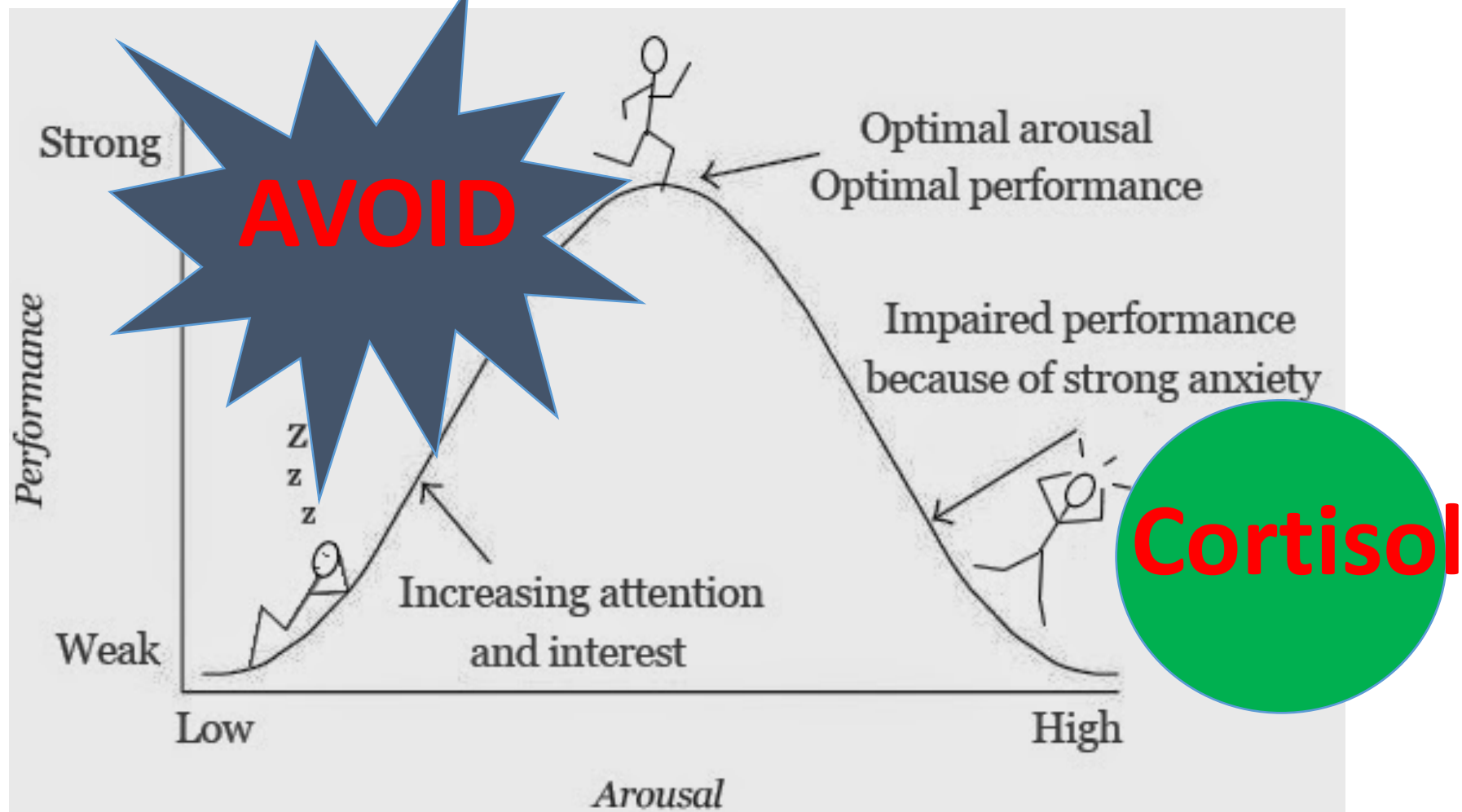
1. Sympathetic System



In notice that the sympathetic system



1. Sympathetic System



Created by Stress-Strain Diagram for Steel Stress Management Diagram



2. Parasympathetic System



**Dopamine &
Serotonin**



3. Polyvagal

Connect



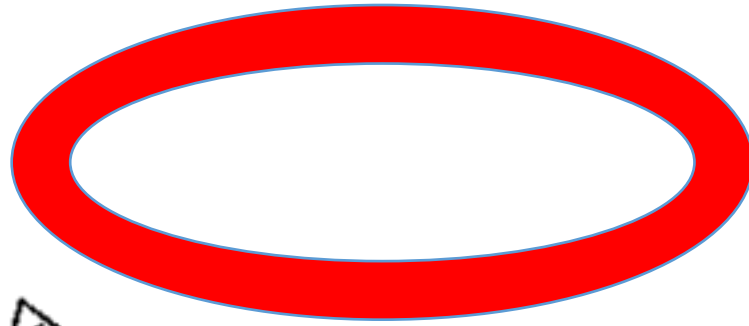
Oxytocin



**“culture is the software
to the brain’s hardware.”**



Surface Culture



Observable Pattern
Low emotional imp

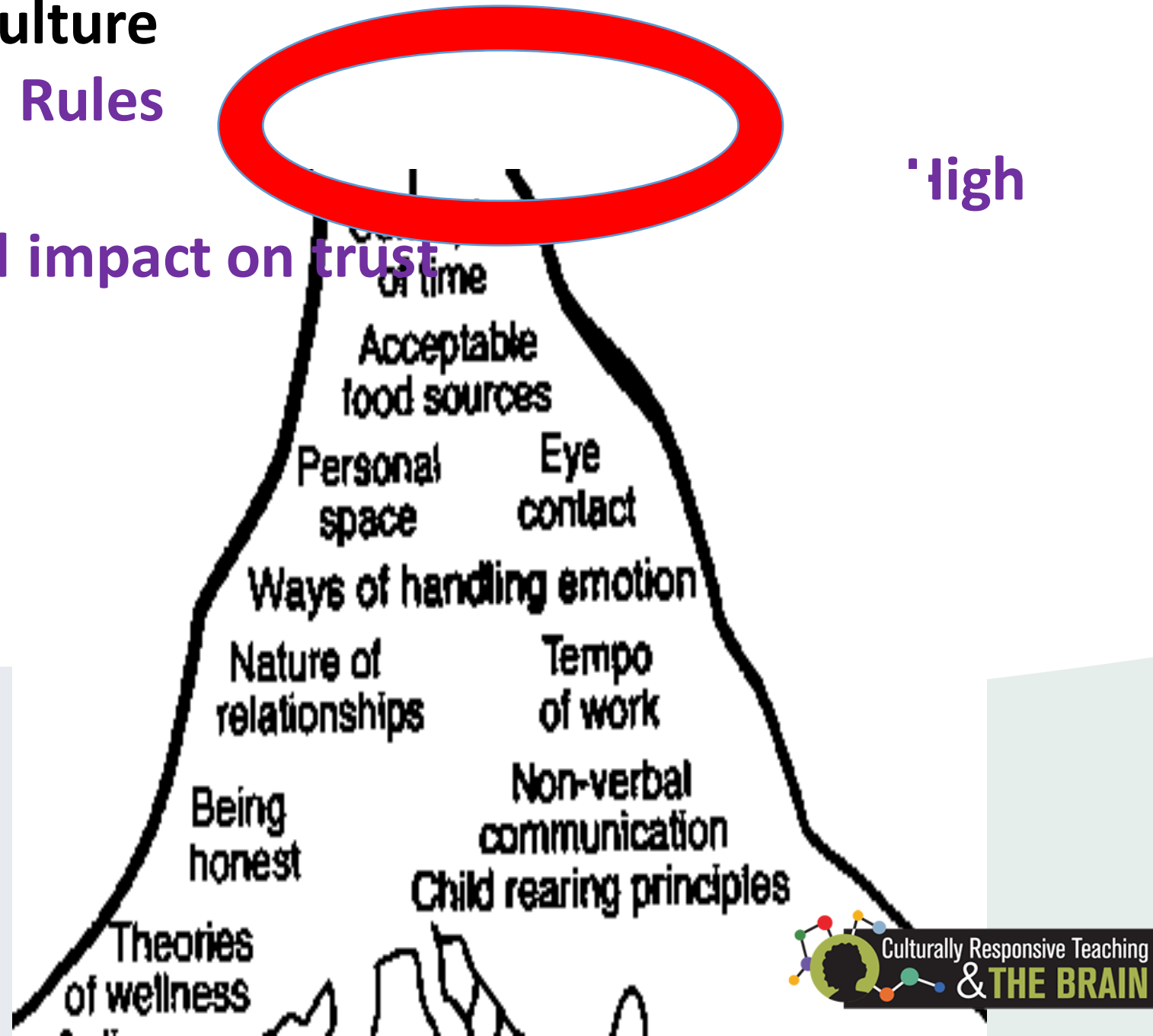


Shallow Culture

Unspoken Rules

emotional impact on trust

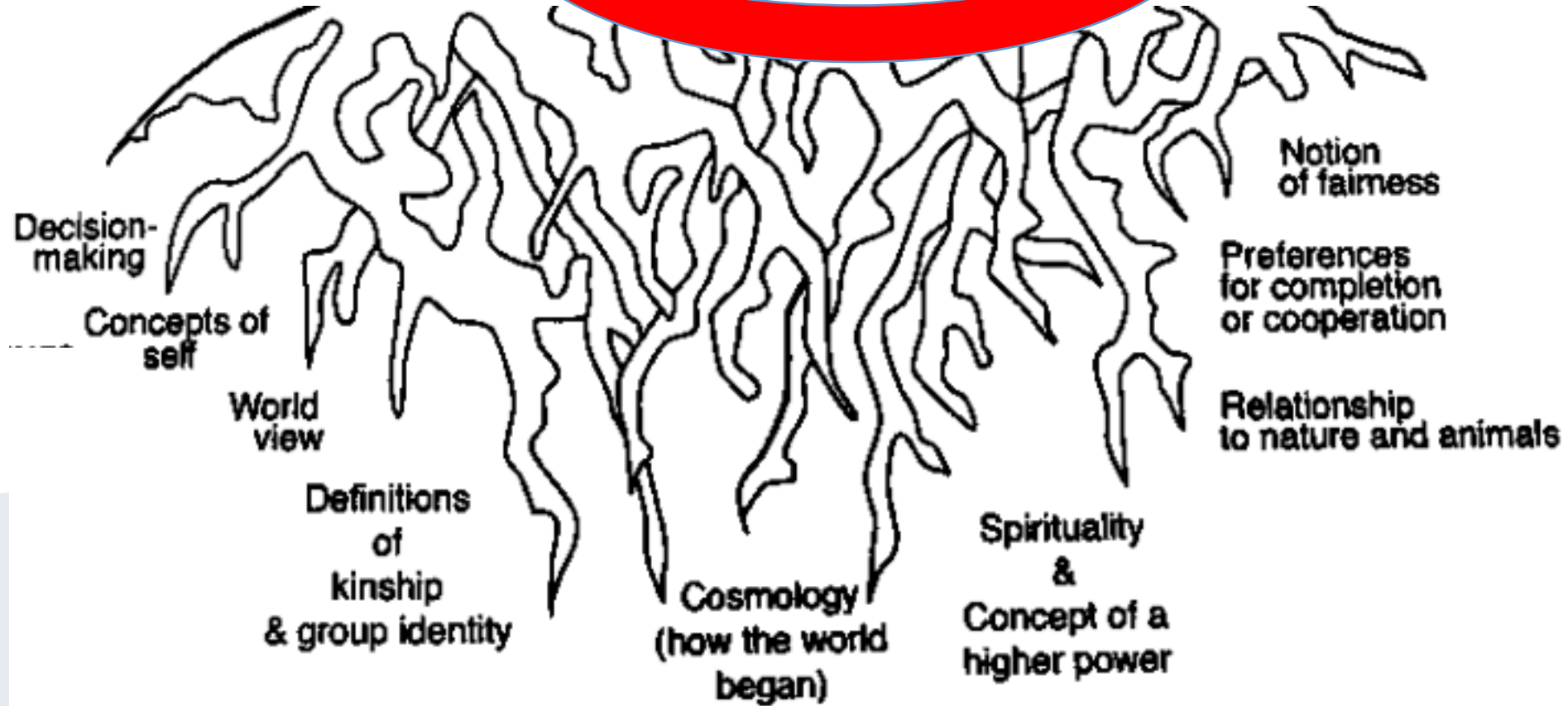
'high



Deep Culture

Collective unconscious (beliefs & norms)

Intense emotional impact



The Ready for Rigor Framework

by Zaretta Hammond

“Interdisciplinary approach to understanding culture..”

It places teacher **relationships between teacher and student as a priority** , with the same level of importance as technical skills.

Learning Partnerships

***r*apport + alliance = cognitive insight**

Rapport $\neq$ sympathy

Rapport $=$ trust/ true affirmation

- *Culturally Responsive Teaching and The Brain*

By Zaretta Hammond

Learning Partnerships

rapport + alliance = cognitive insight

alliance **≠** lowering standards

alliance **=** validation

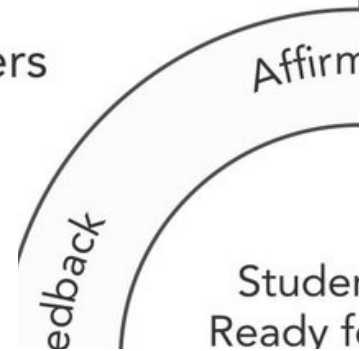
- *Culturally Responsive Teaching and The Brain*
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1



AWARENESS

- Understand the three levels of culture
- Recognize cultural archetypes of individualism and collectivism
- Understand how the brain learns
- Acknowledge the socio-political context around race and language
- Know and own your cultural lens
- Recognize your brain's triggers around race and culture
- Broaden your interpretation of culturally and linguistically diverse students learning behaviors





LEARNING PARTNERSHIPS

- Reimagine the student and teacher relationship as a partnership
- Take responsibility to reduce students' social-emotional stress from stereotype threat and microaggressions
- Balance giving students both care and push
 - Help students cultivate a positive mindset and sense of self-efficacy

nation

Instructional

nts are
or Rigor





INFORMATION PROCESSING

- Provide appropriate challenge in order to stimulate brain growth to increase intellectual capacity
- Help students process new content using methods from oral traditions
- Connect new content to culturally relevant examples and metaphors from students' community and everyday lives
- Provide students authentic opportunities to process content
- Teach students cognitive routines using the brain's natural learning systems

Wise Fe
and Inde
Learn
Valida





dependent
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Conversation

lation



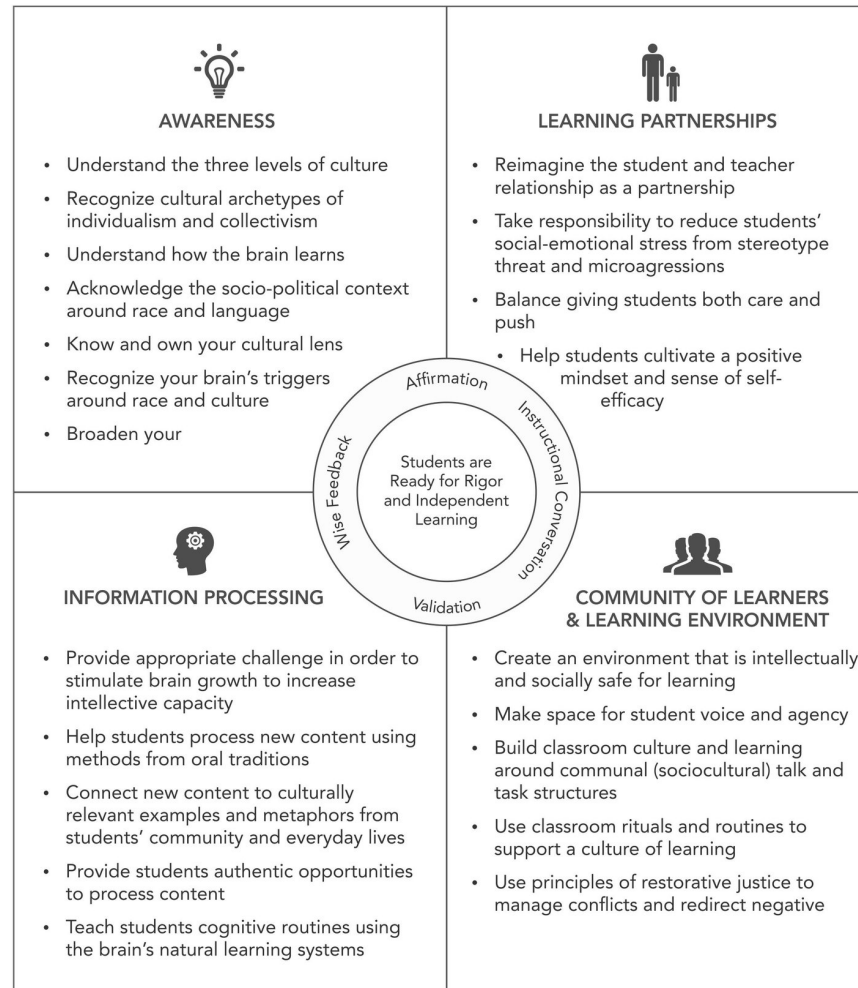
COMMUNITY OF LEARNERS & LEARNING ENVIRONMENT

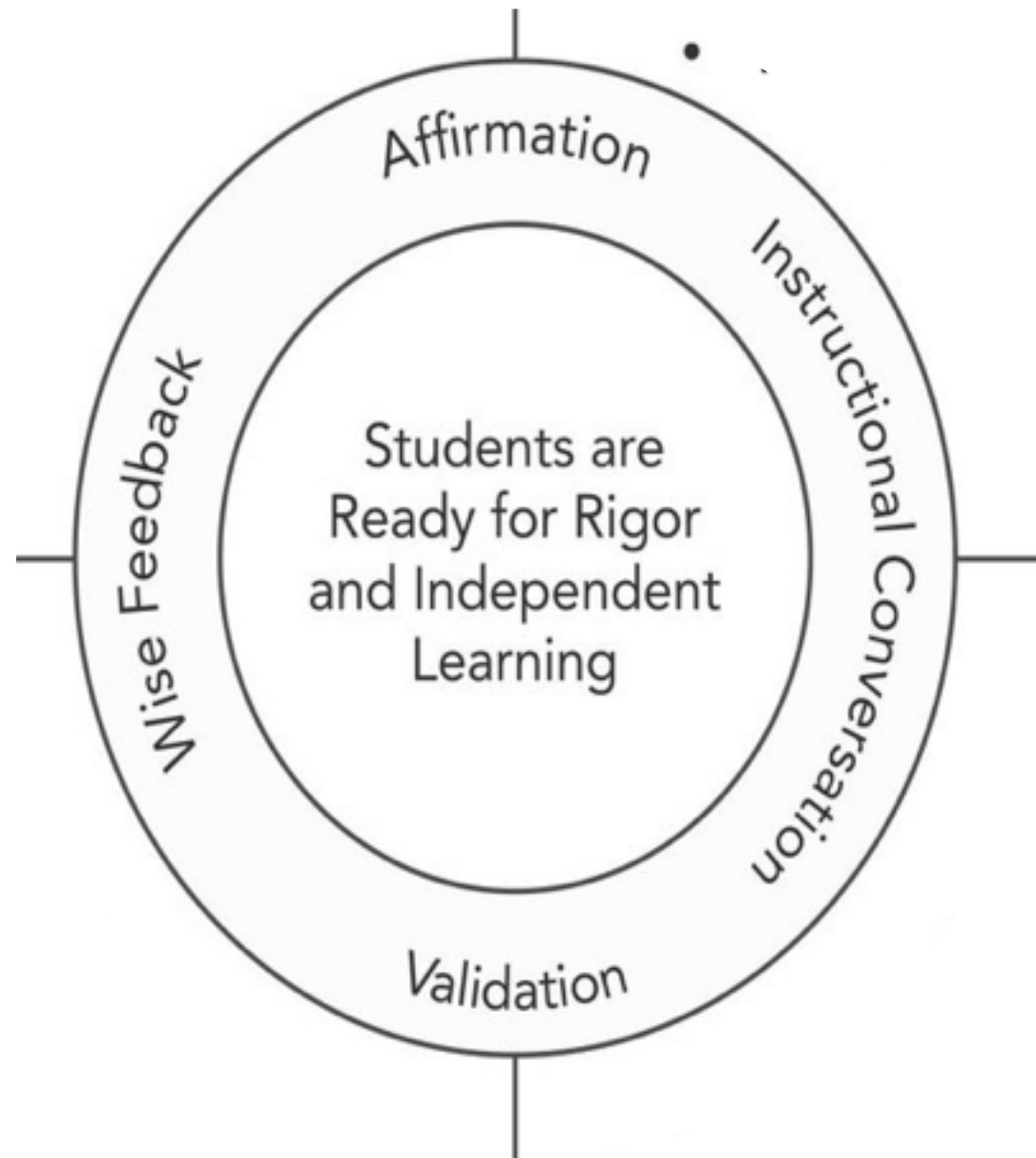
- Create an environment that is intellectually and socially safe for learning
- Make space for student voice and agency
- Build classroom culture and learning around communal (sociocultural) talk and task structures
- Use classroom rituals and routines to support a culture of learning
- Use principles of restorative justice to manage conflicts and redirect negative



READY FOR RIGOR

A Framework for Culturally Responsive Teaching





CULTURAL DIMENSIONS

The Cultural Dimensions Index was created by cultural psychologist, Geert Hofstede. Countries are evaluated on a 100-point scale in seven dimensions. One dimension is the level of individualism within a society. At the high end of the scale are extremely individualist cultures (self-oriented, individual effort favored in business and learning, competition over cooperation) while a lower number signals a more collectivist culture (group orientation, relationships essential to business and learning, and cooperation over competition).

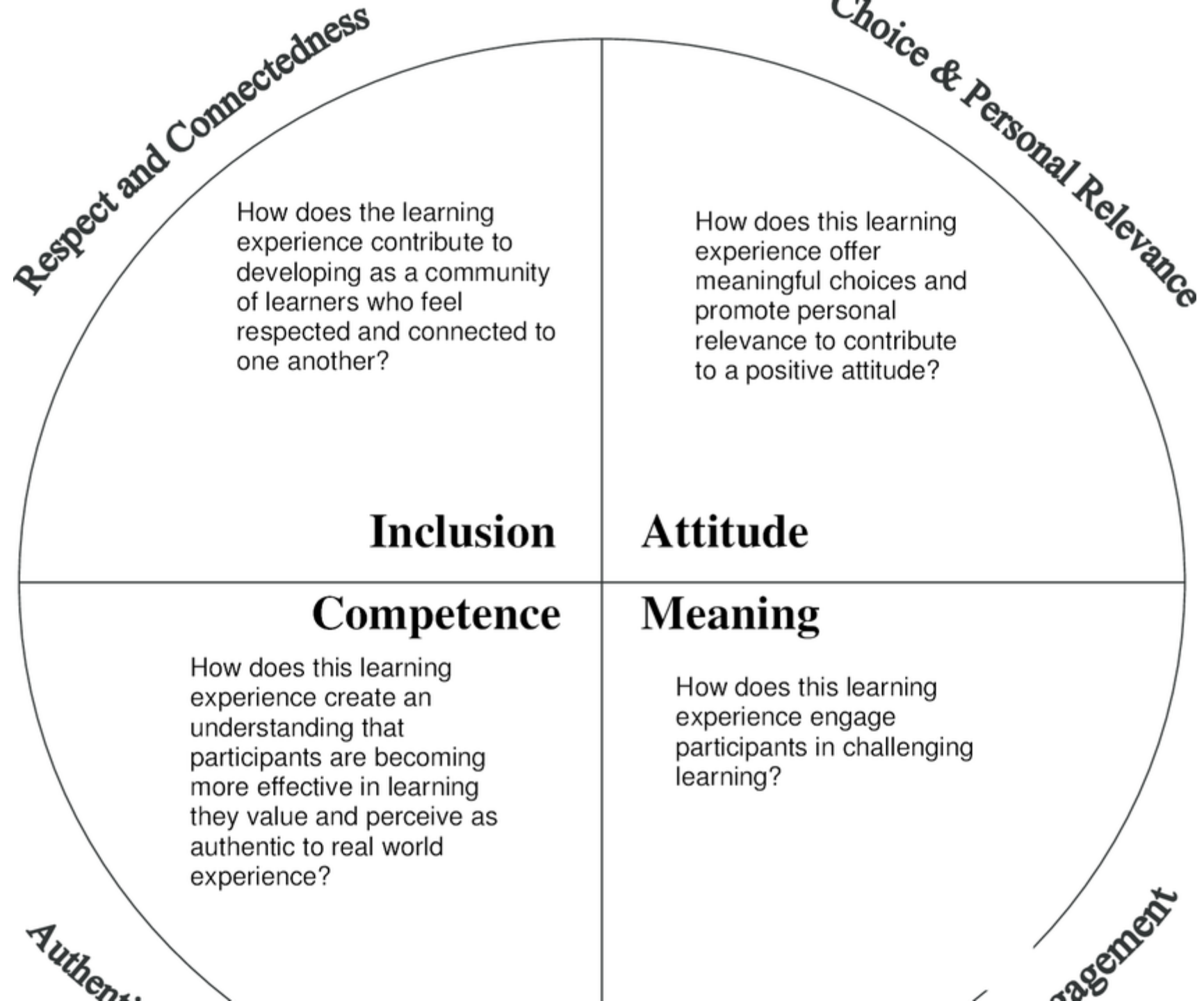
	Score	Country	Score
United States	91	United Arab Emirates	38
Australia	90	Turkey	37
United Kingdom	89	Uruguay	36
Netherlands	80	Greece	35
New Zealand	79		32
Italy	76	Mexico	30
Belgium	75		27
Denmark	74	Ethiopia	27



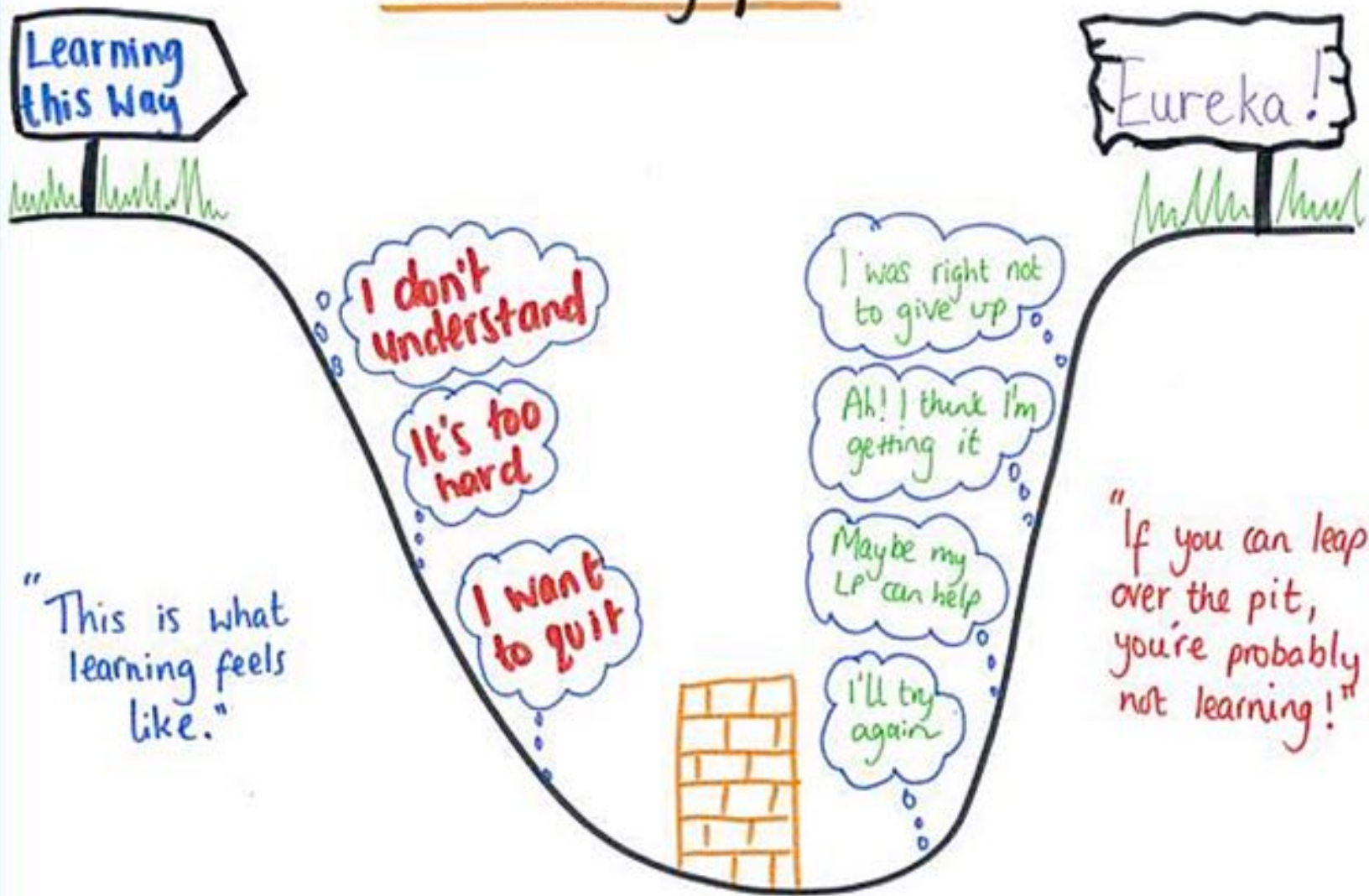
France	71	Kenya	27
Sweden	71	Portugal	27
Ireland	70	Zambia	27
Norway	69	Malaysia	26
Switzerland	68	Hong Kong	25
Germany	67	Chile	23
South Africa	66	China	20
Finland	66	Ghana	20
Poland	66	Nigeria	20
Czech Republic	55	Sierra Leone	20
Austria	55	Singapore	20
Hungary	55	Thailand	20
Israel	55	El Salvador	19
Spain	55	South Korea	18
India	44	Taiwan	17
Argentina	44	Peru	16
Japan	44	Costa Rica	15
Iran	41	Indonesia	14
Jamaica	39	Pakistan	14
Brazil	38	Colombia	13
Egypt	38	Venezuela	12
Iraq	38	Panama	11
Kuwait	38	Ecuador	8
Lebanon	38	Guatemala	6
Saudi Arabia	38		

C U L T U R A L D I M E N S I O N S



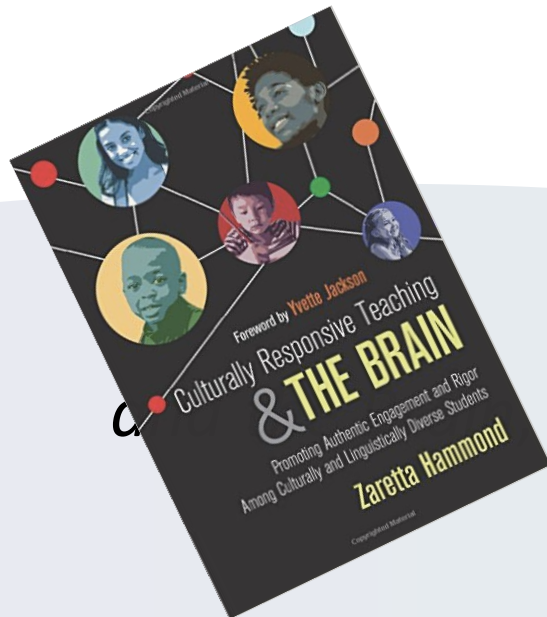


The learning pit



Learning Partnerships

“In culturally responsive teaching, relationships are as important as the curriculum”



Culturally Responsive Teaching

Zaretta Hammond

Processing

Turn and Talk:

How does learning how the brain is influenced by culture change the way you think about culture?

I used to think _____ now I think

Intercultural Competence allows teachers to:

Focus on individual children and help them reach academic success.

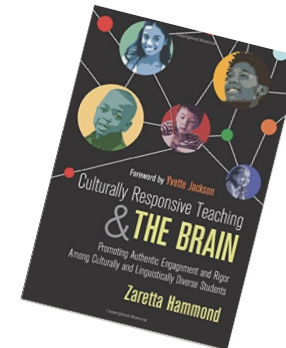
Check their assumptions and work on making sure they are based on facts and not impressions.

Have high expectations for all students and embed rigor in all instructional activities.



Culturally Responsive Teaching and The Brain

1. **YOU DON'T HAVE TO LEARN 19
DIFFERENT CULTURES TO BE EFFECTIVE**
2. **BUILD TRUSTING RELATIONSHIPS WITH
STUDENTS WHO FEEL MARGINALIZED
OR MISUNDERSTOOD**
3. **IMPLEMENT NEW PROCESSES AND
STRATEGIES**



“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world”

Paulo Freire

Pedagogy of the Oppressed





As leaders [and educators] we can

Transform our institutions by eliminating inequitable practices and **CULTIVATE** the **UNIQUE** gifts, talents, and interest of every child....

So that success and failure are **NO LONGER PREDICATABLE** by students identity-
racial, cultural, economic or any other social factor.

“Children grow into the intellectual life around them” —Leo Vygotsky

“Better is possible. It does not take genius. It takes diligence. It takes moral clarity. It takes ingenuity. And above all, it takes willingness to try” -Atul Gawande

“Leadership means taking responsibility for what matters to you” —National Equity Project



**My biggest take-away from
today is...**

**I would still like to learn more
about...**





Center for Teaching for Biliteracy
www.TeachingForBiliteracy.com



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