

Developing Intercultural Competence



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

Who We Are

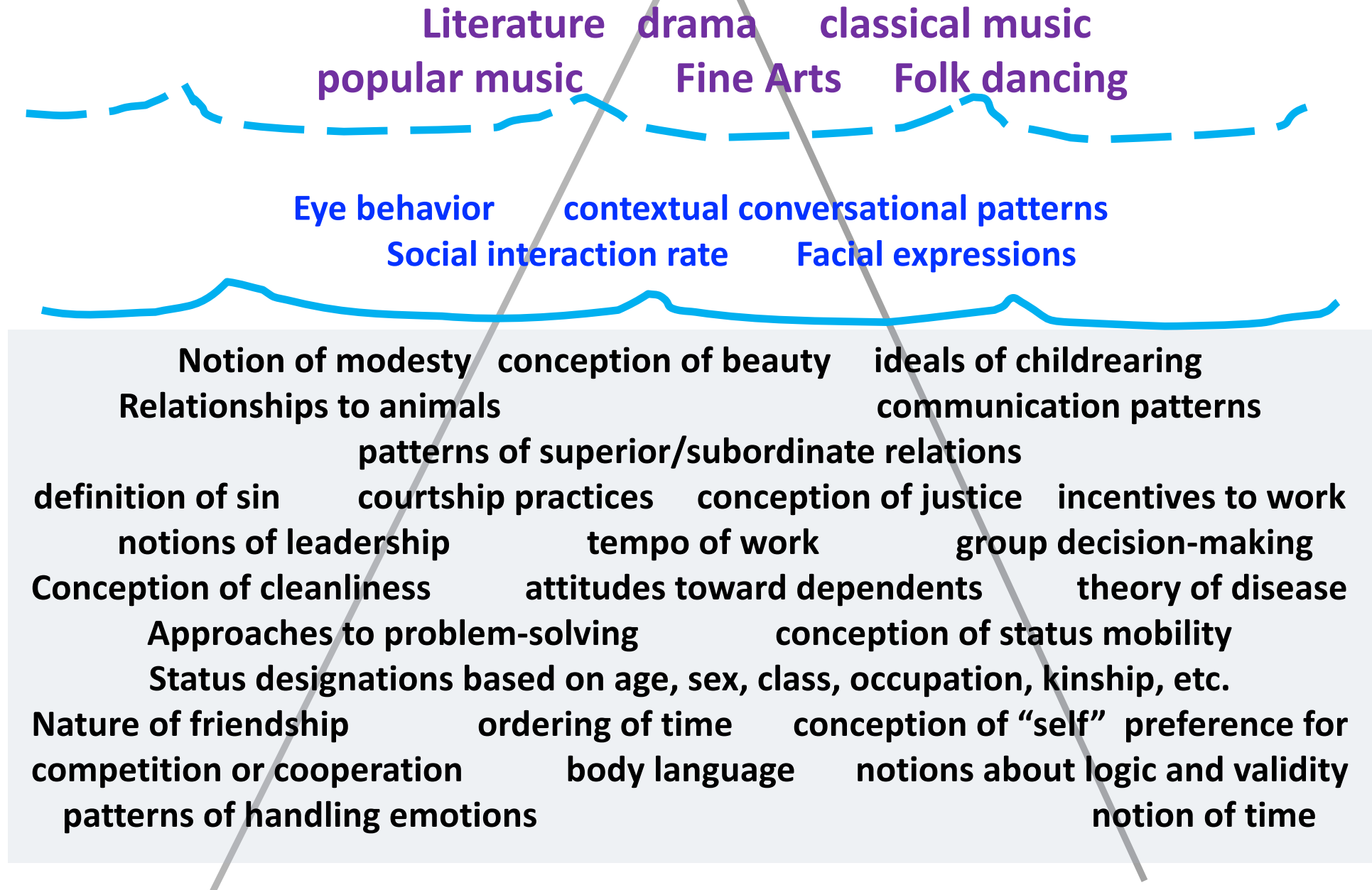
**All of us “have culture” and
are affected by cultural
elements.**

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



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



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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 understand and **build relationships** with one another.

Addressing Diversity

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

**We go
beyond the surface**

The iceberg concept of culture

Primarily in awareness

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

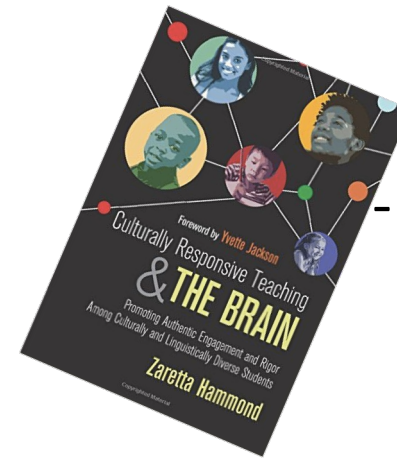
Primarily out of awareness

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.

Food
Fashion
Festivals
Famous People
Folklore

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

Zaretta Hammond



Continua of Cultural Variants

- Family life
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DIMENSIONS OF EQUITY

MULTICULTURAL EDUCATION

Focuses on celebrating diversity

Centers around creating positive social interactions across difference.

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.



DIMENSIONS OF EQUITY

SOCIAL JUSTICE EDUCATION

Focuses on exposing the social political context that students experience

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

Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society.



DIMENSIONS OF EQUITY

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.

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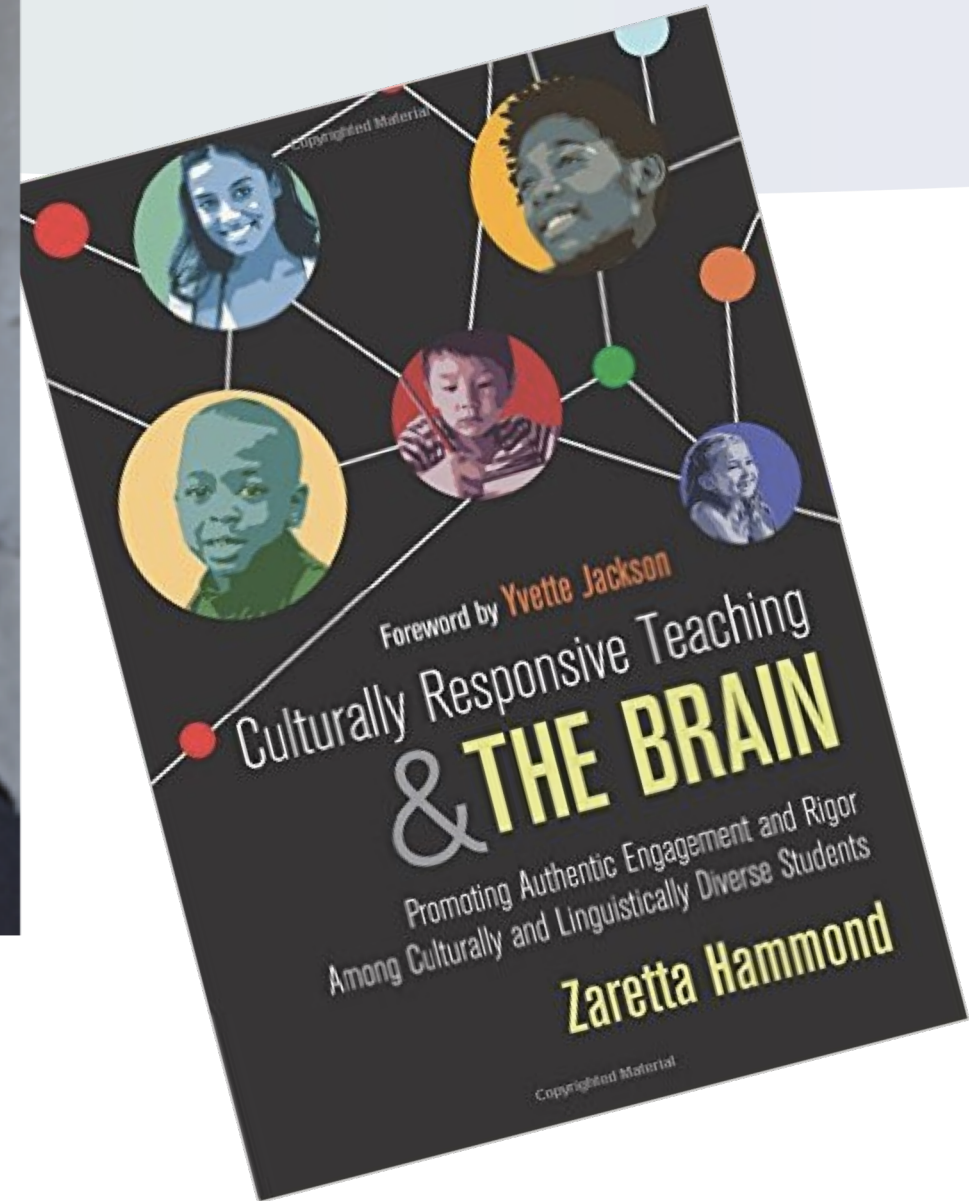
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In other words.....

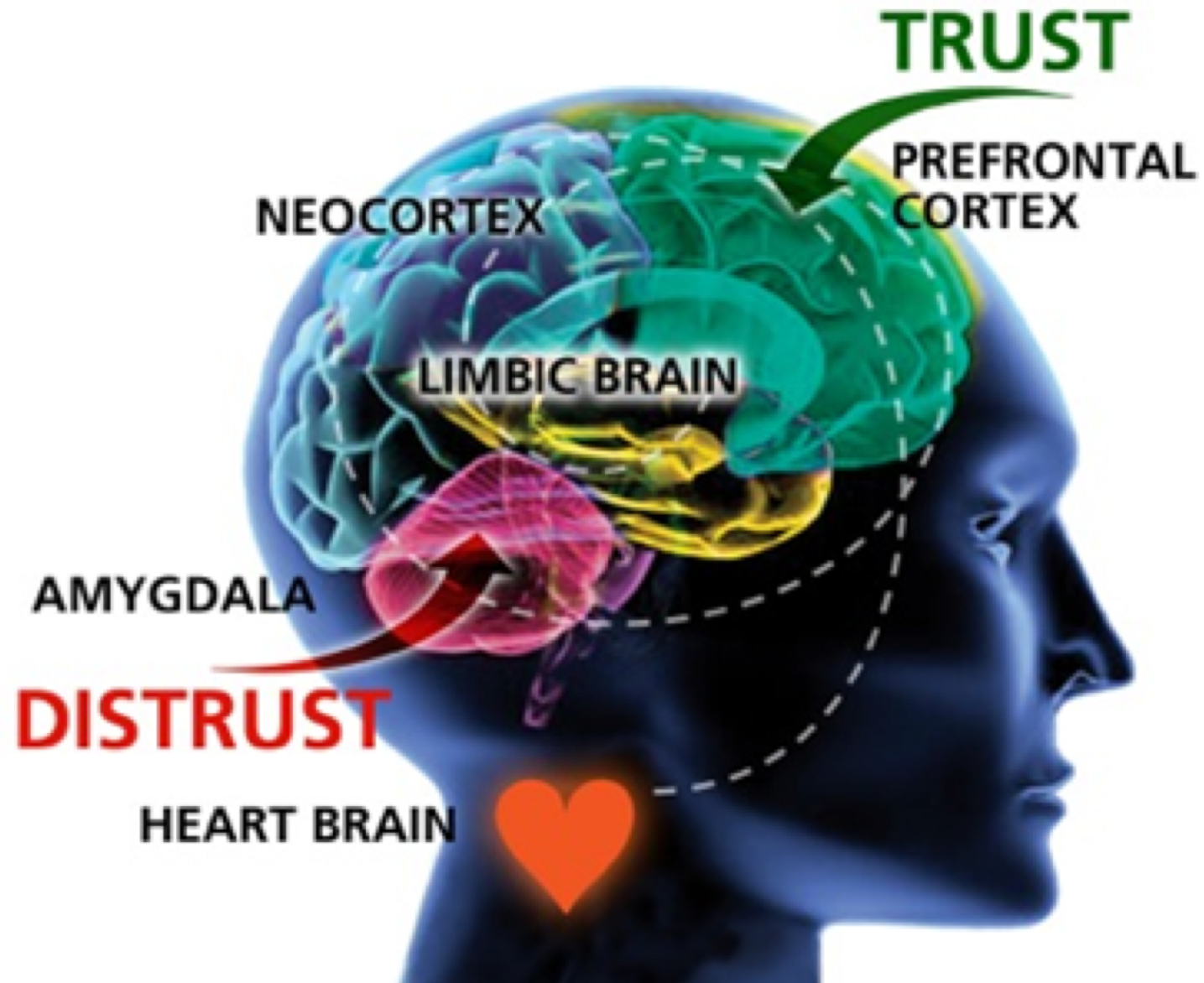




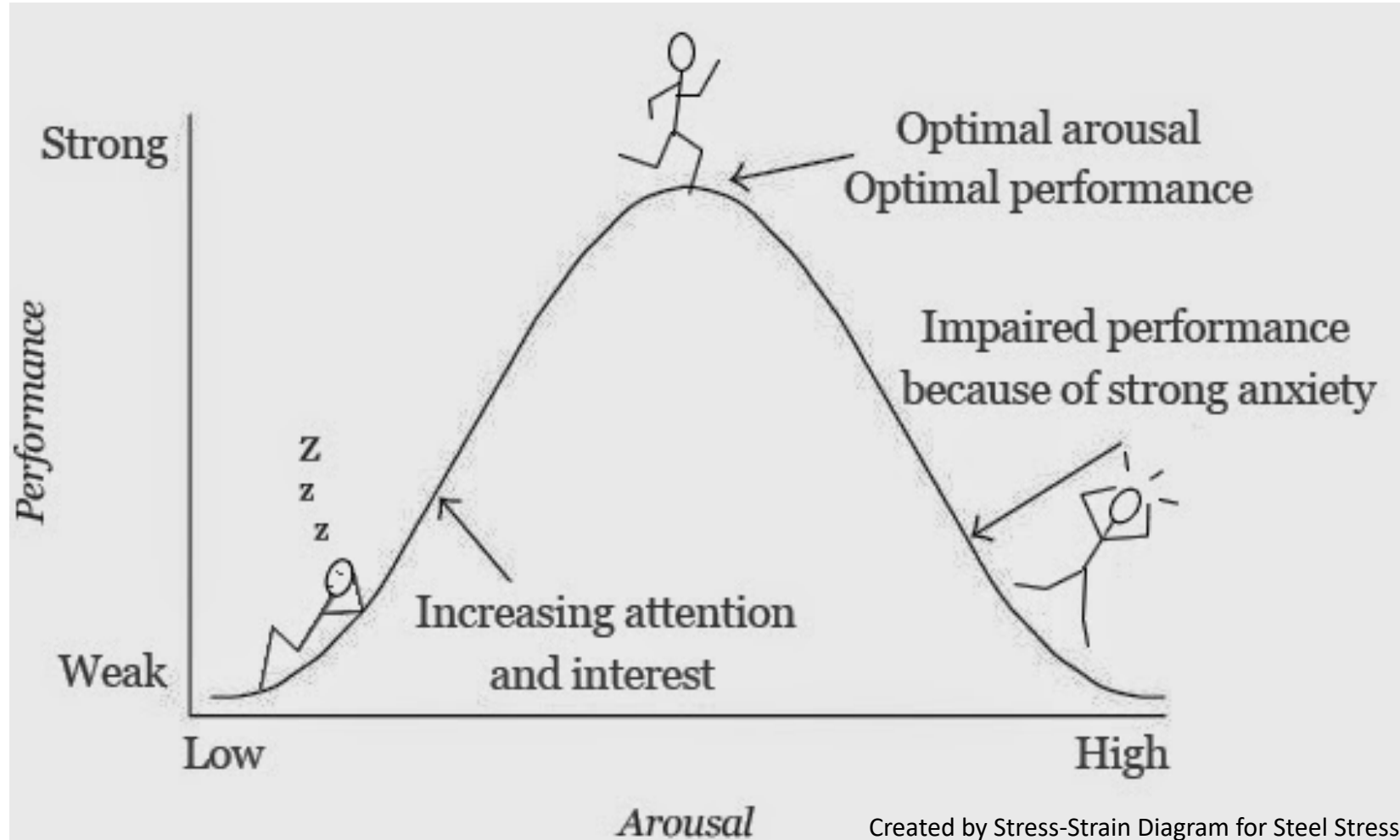
Zaretta [Hammond](#)



DISTRUST & TRUST



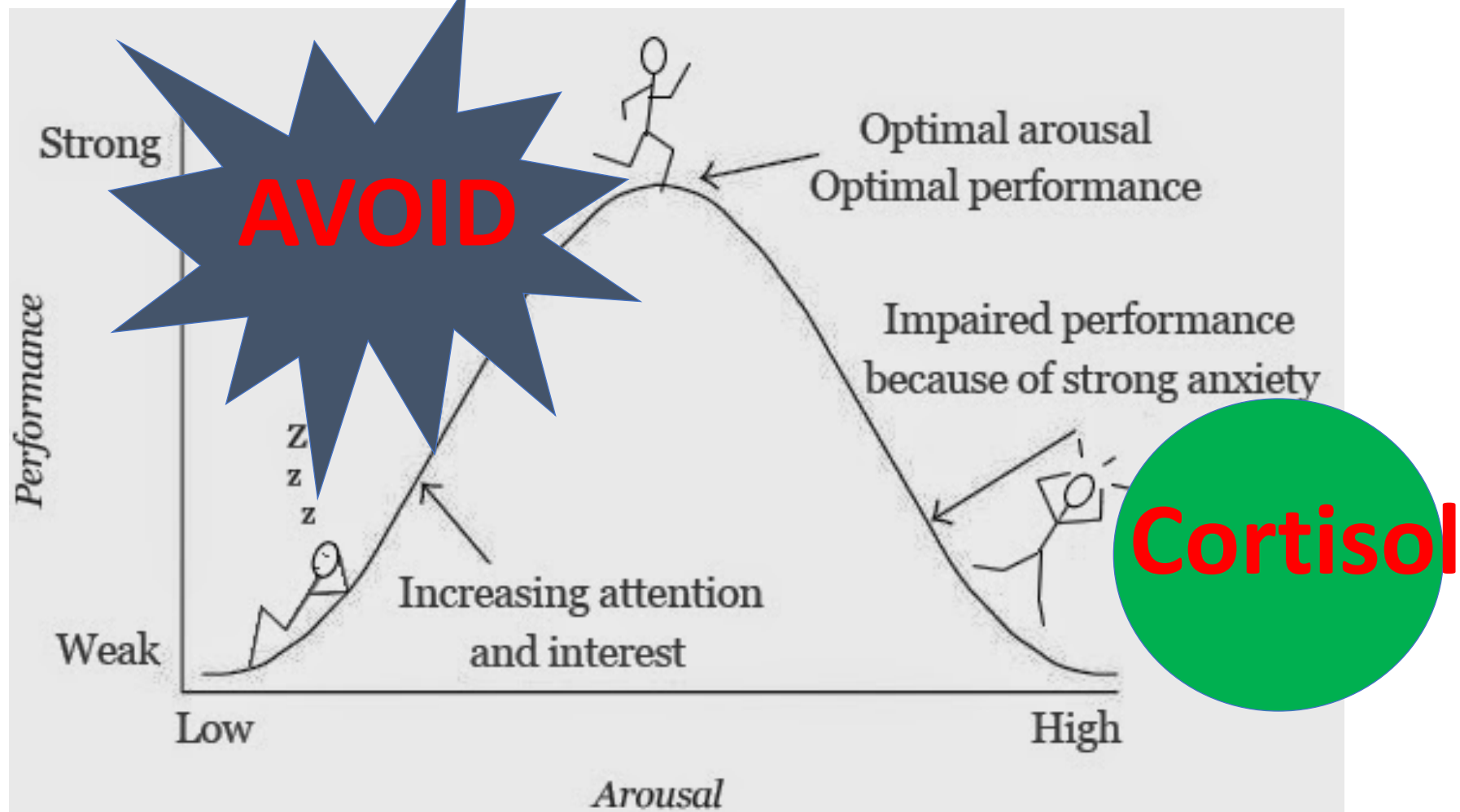
1. Sympathetic System



In notice that the sympathetic system



1. Sympathetic System



Created by Stress-Strain Diagram for Steel Stress Management Diagram



2. Parasympathetic System

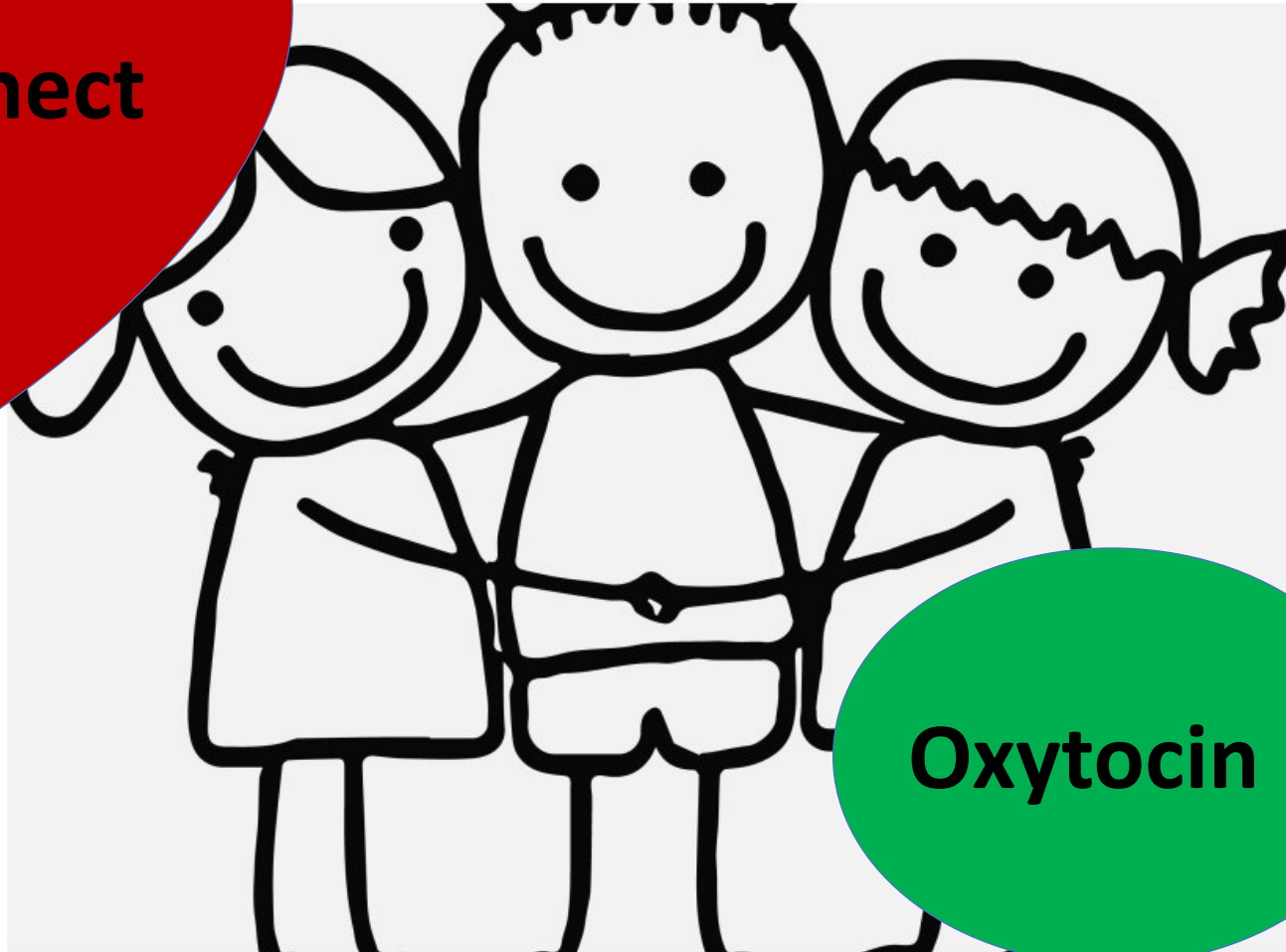


**Dopamine &
Serotonin**



3. Polyvagal

Connect



Oxytocin



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



Surface Culture

Observable patterns

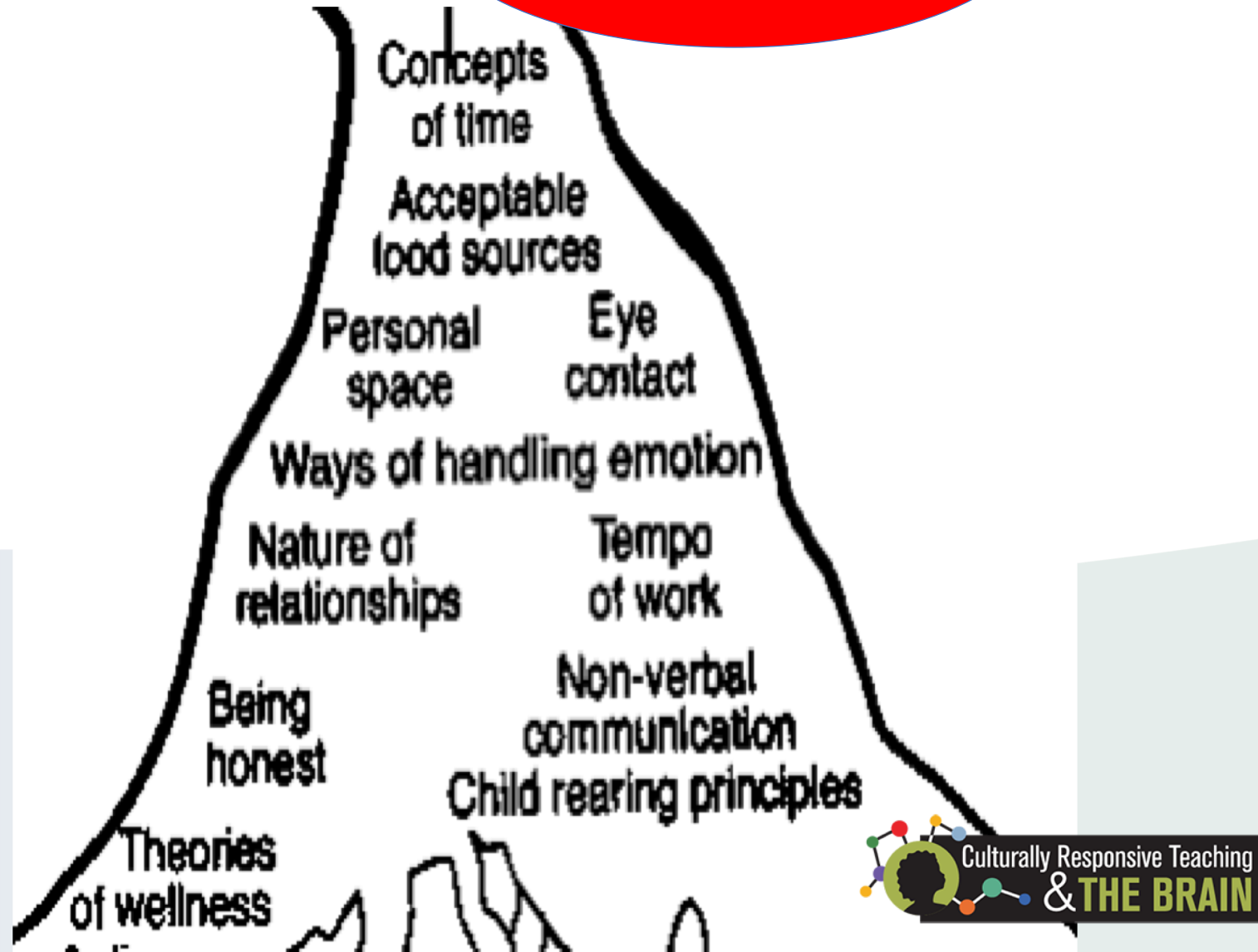
Low emotional impact on trust



Shallow Culture

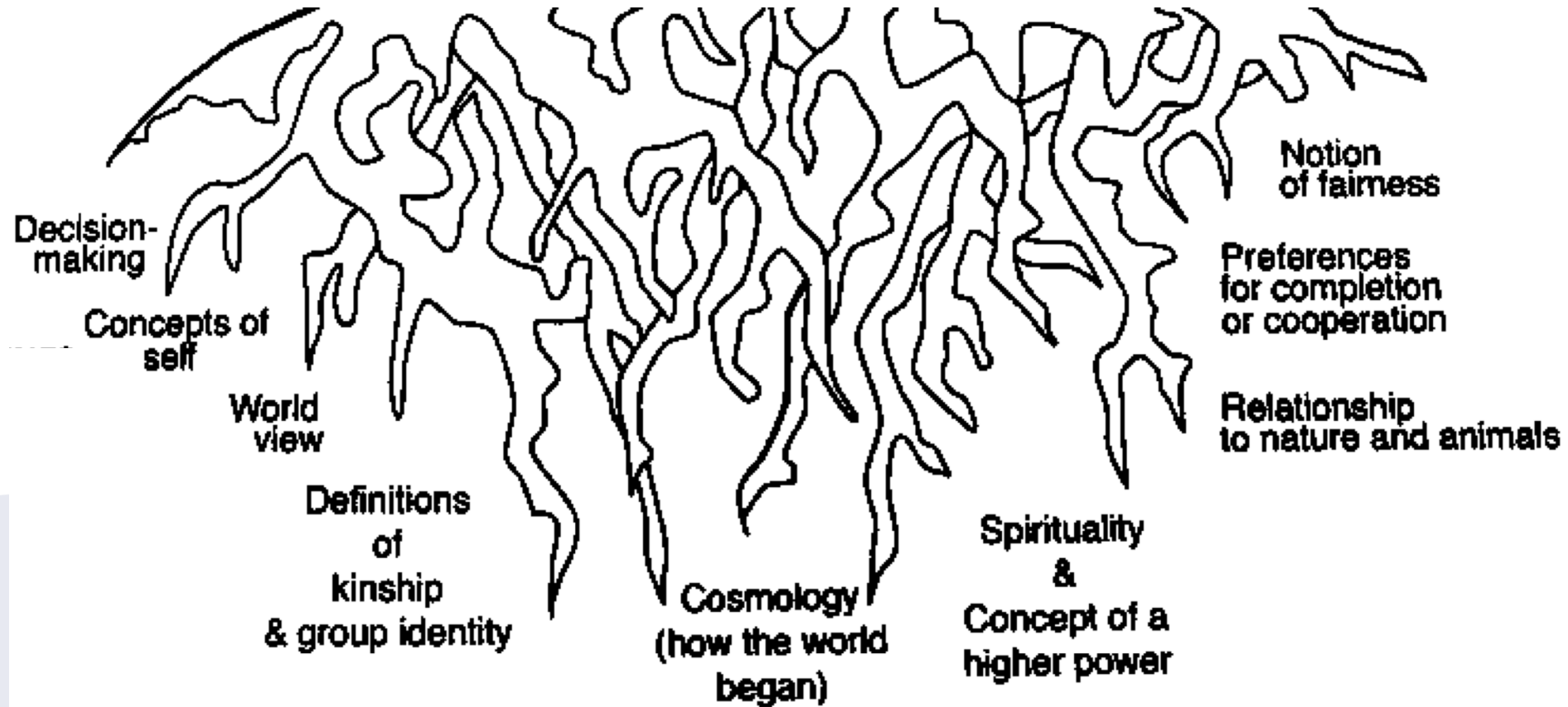
Unspoken Rules

High emotional impact on trust



Deep Culture

Collective unconscious (beliefs & norms)
Intense emotional impact on trust



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 **≠** sympathy

Rapport **=** trust/ true affirmation

- *Culturally Responsive Teaching and The Brain*

By Zaretta Hammond

Learning Partnerships

rapprochement + alliance = cognitive insight

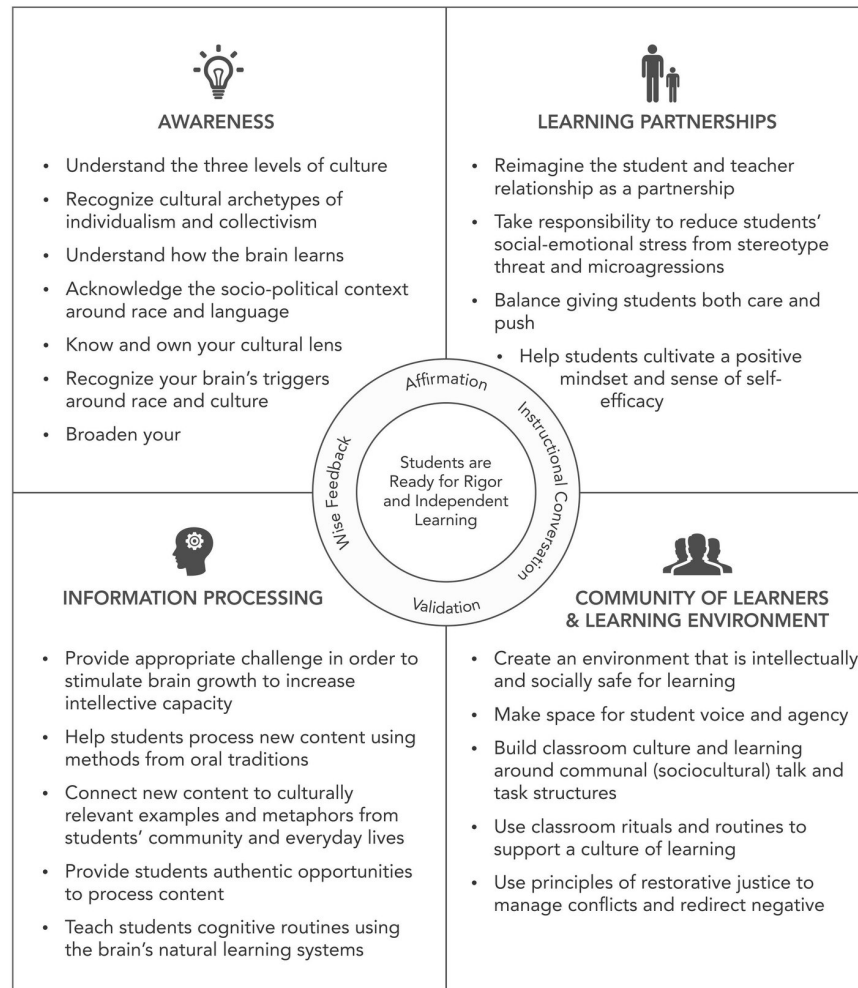
alliance **≠** lowering standards

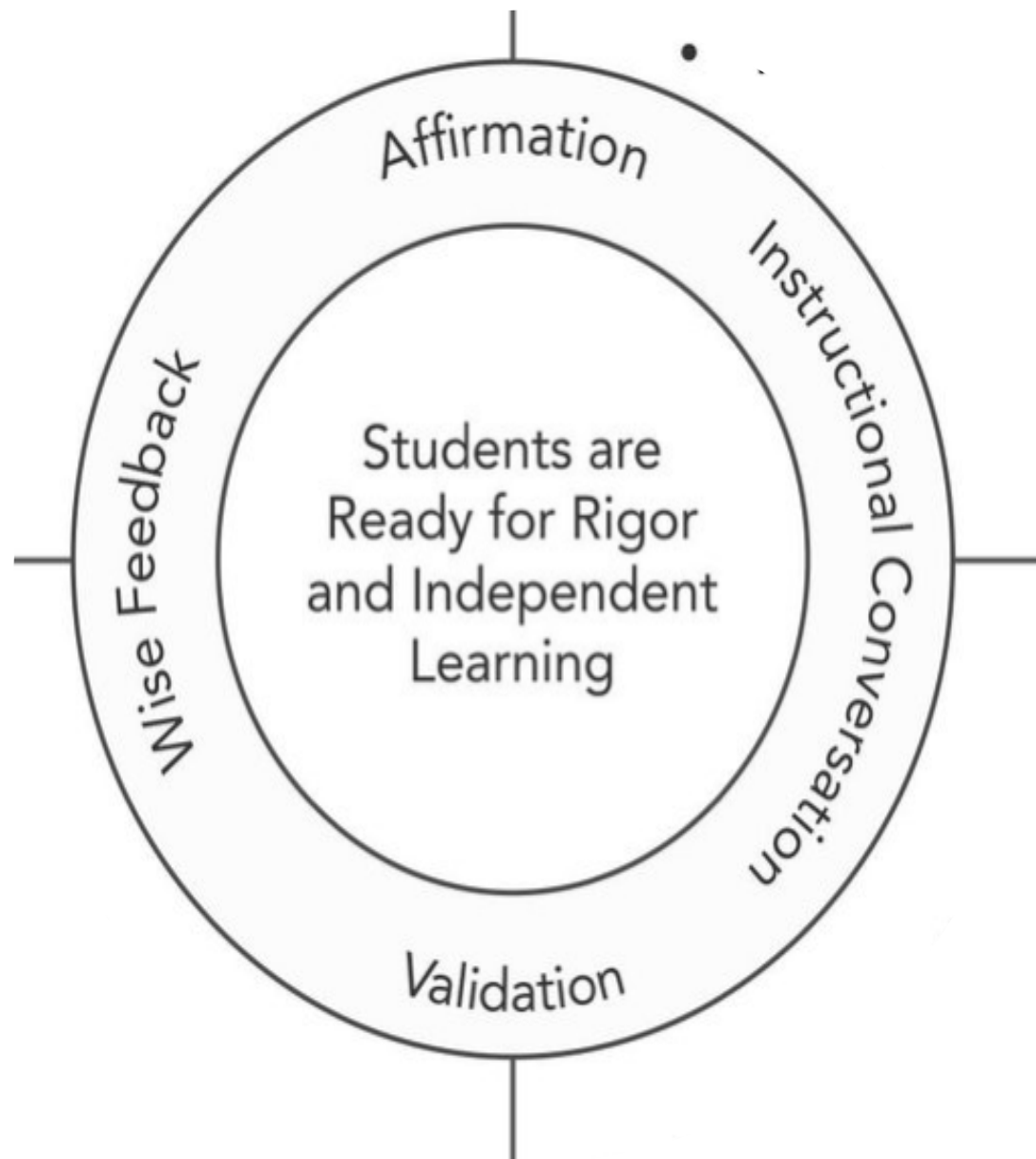
alliance **=** validation

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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).

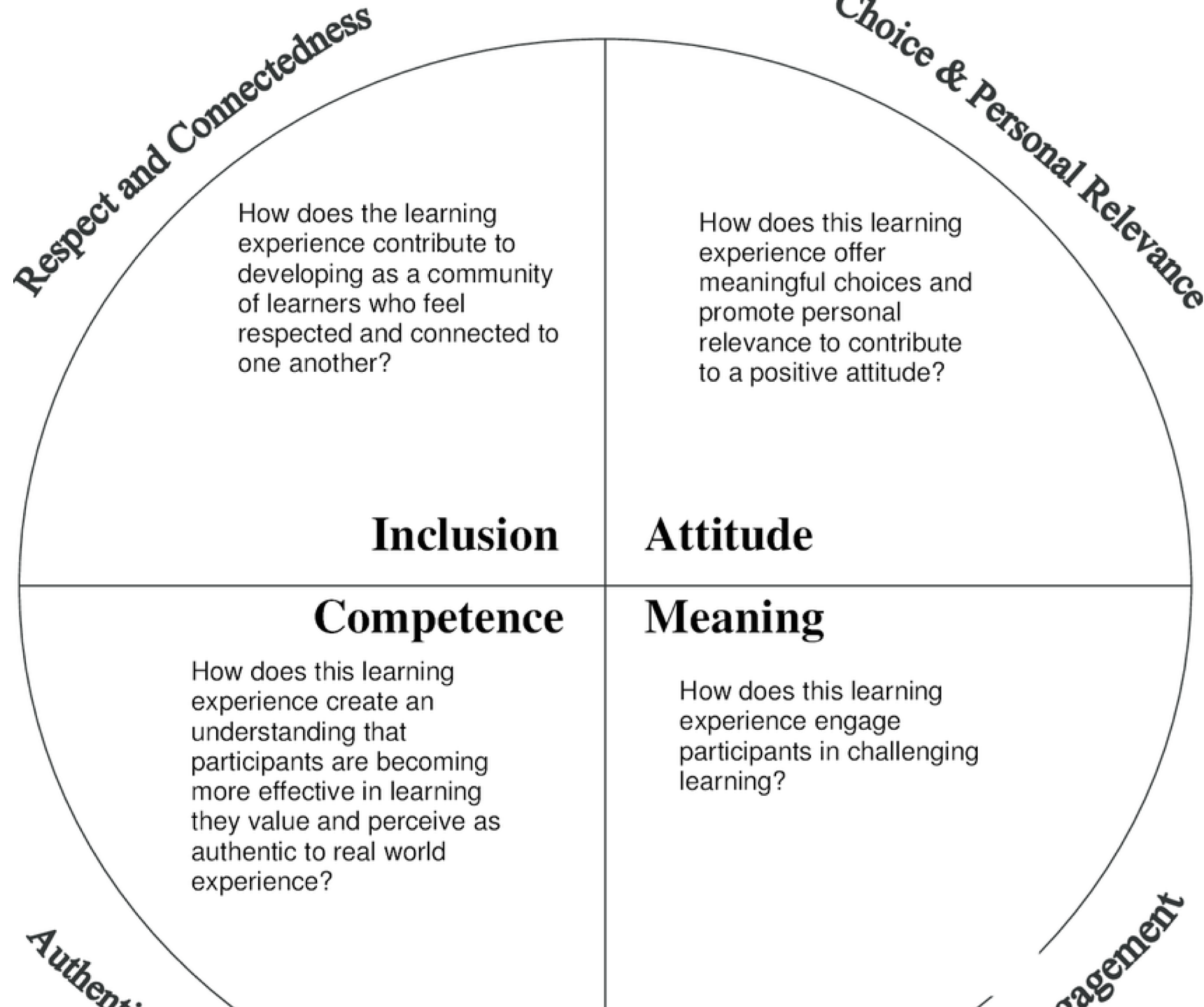
	Score	Country	Score
United States	91	United Arab Emirates	38
Australia	90	Turkey	37
United Kingdom	89	Uruguay	36
Netherlands	80	Greece	35
New Zealand	79		32
Italy	76	Mexico	30
Belgium	75		27
Denmark	74	Ethiopia	27



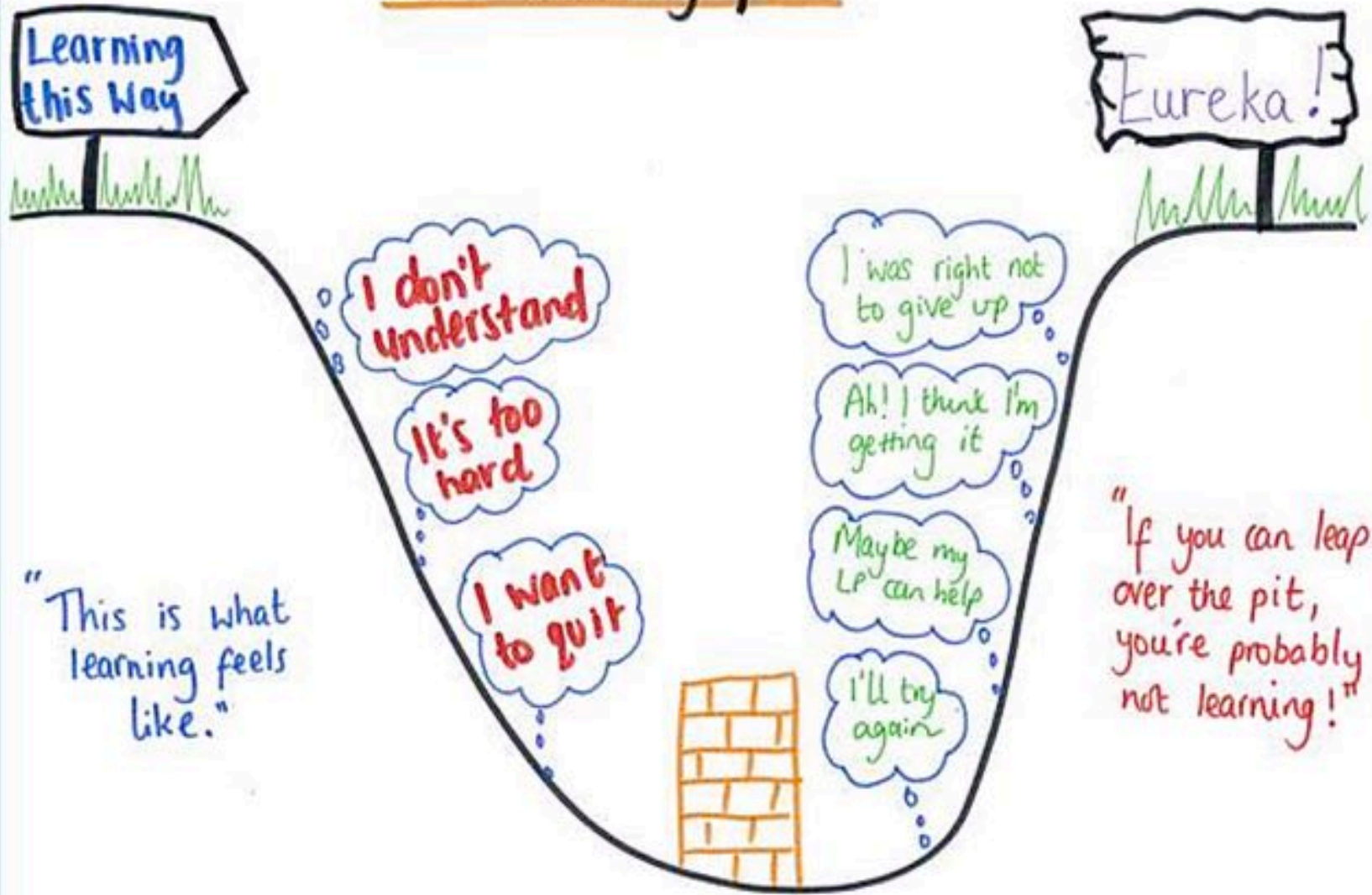
France	71	Kenya	27
Sweden	71	Portugal	27
Ireland	70	Zambia	27
Norway	69	Malaysia	26
Switzerland	68	Hong Kong	25
Germany	67	Chile	23
South Africa	66	China	20
Finland	66	Ghana	20
Poland	66	Nigeria	20
Czech Republic	55	Sierra Leone	20
Austria	45	Singapore	20
Hungary	45	Thailand	20
Israel	45	El Salvador	19
Spain	45	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



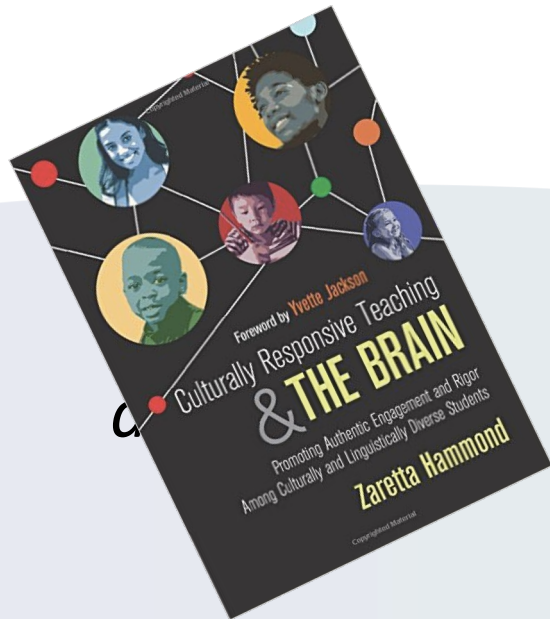


The learning pit



Learning Partnerships

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



Culturally Responsive Teaching

Zaretta Hammond

Intercultural Competence allows teachers to:

Focus on individual children and help them reach academic success.

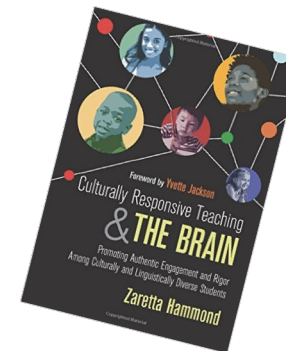
Check their assumptions and work on making sure they are based on facts and not impressions.

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





Center for Teaching for Biliteracy

www.TeachingForBiliteracy.com



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