

Developing Intercultural Competence



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Culture





CULTURE

DIMENSIONS OF EQUITY

**MULTICULTURAL
EDUCATION**

**SOCIAL JUSTICE
EDUCATION**

**CULTURALLY
RESPONSIVE
EDUCATION**

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: Multicultural Education focuses on _____ while Social Justice Education focuses on _____

B: Contrary to those two, CRE focuses on _____



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.

A: Multicultural Education concerns itself with _____ while Social Justice concerns itself with _____

B: Contrary to those two, CRE concerns itself with _____

“An assignment asking students to write instructions for making a peanut butter and jelly sandwich” is leaving some students out

Verenice Gutierrez

Portland, Oregon 2012

Nelson Flores



MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE EDUCATION
Centers around creating positive social interactions across difference.	Center around raising students' consciousness about inequity in everyday social, environmental, economic, and political aspects of life.	Centers around the affective & cognitive aspects of teaching and learning.

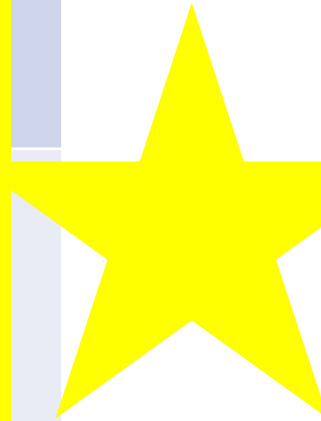


A: Multicultural Education centers itself around _____ while Social Justice centers itself on _____

B: Contrary to those two, CRE centers itself on _____

CULTURALLY RESPONSIVE EDUCATION

Culturally Responsive pedagogy, education is the approach we are going to use. It is an approach based on the research of learning theory and cognitive science. It has the ability, when used, to help students build intellectual capacity (Ritchhart, 2002).





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.

- **Religion/Spirituality**
- **Nationality**
- **Migration**
- **Neighborhood/Community**
- **Hobby/Sport**
- **Age**
- **Politics**
- **Travel**
- **Birth Order**
- **Parenting**
- **Other life experiences such as death**

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

Continua of Cultural Variants

- **Family life**

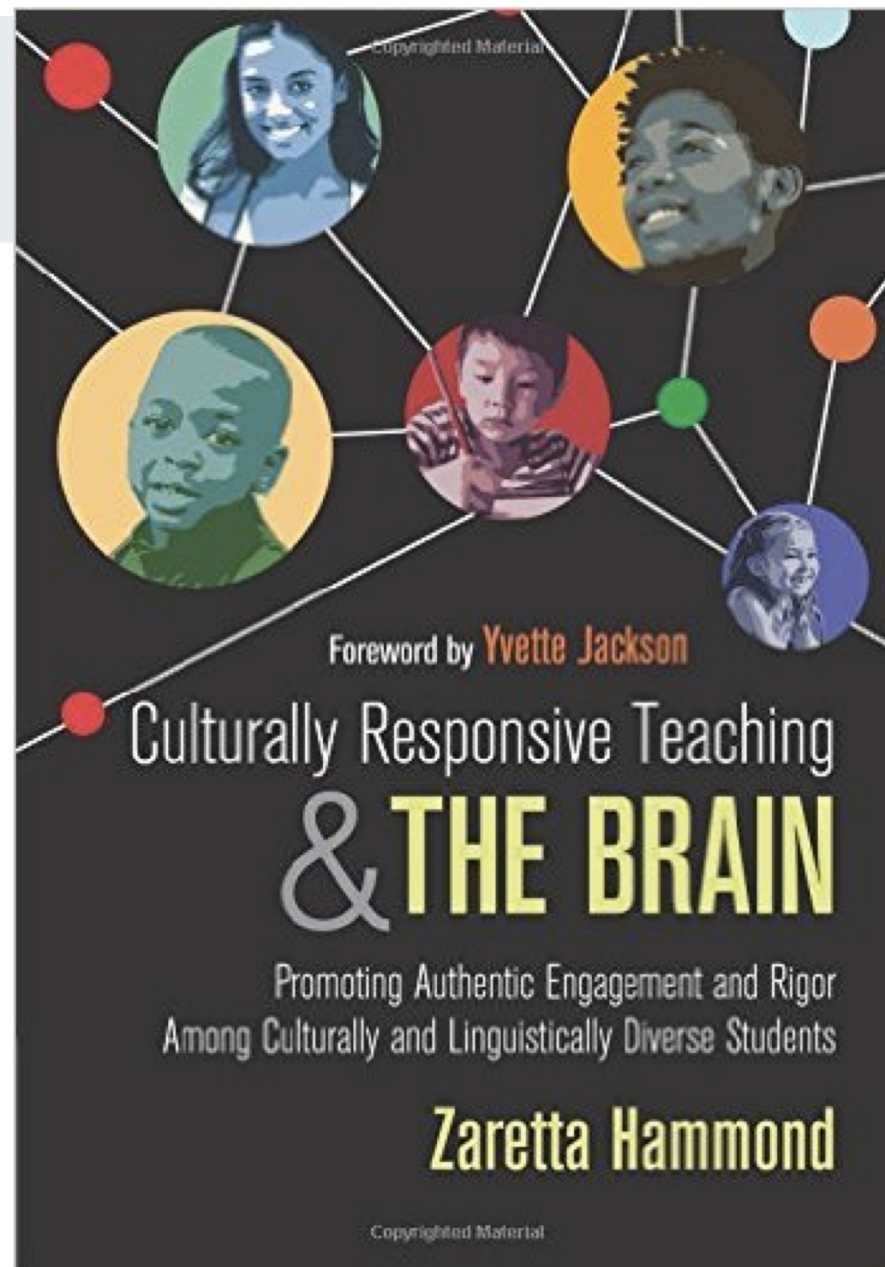
- Expectations of your contributions to the family
 - Work
 - Funds

- **Space**

- Expectation to share space with siblings
 - Used to working collaboratively on tasks

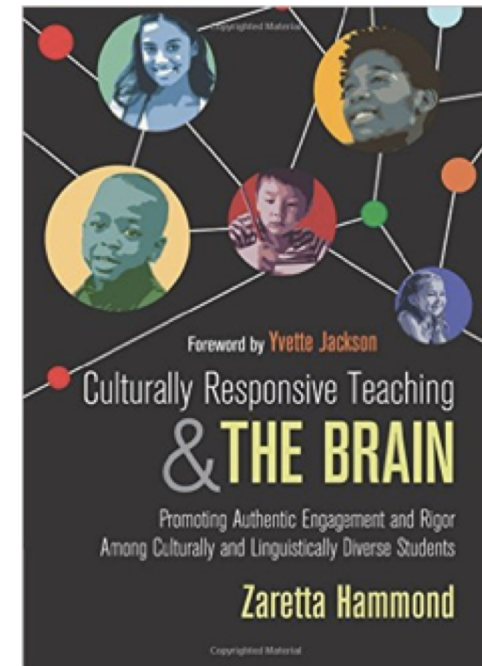


Zaretta [Hammond](#)



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

-Zaretta Hammond



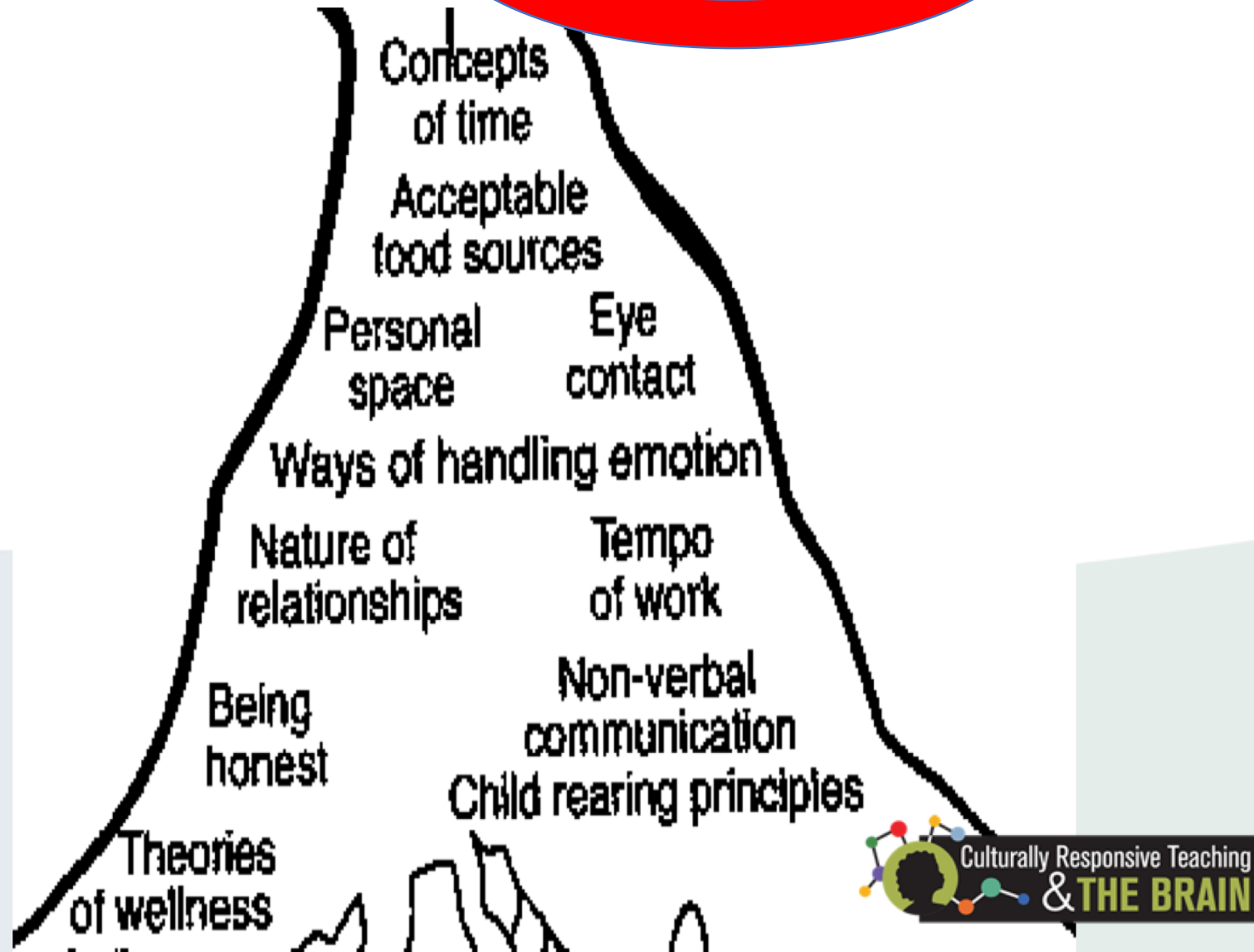
Milestone	Anglo	Puerto Rican	Filipino
Eat Solid Food	8.2	10.1	6.7
Training Cup	12.0	17.1	21.9
Utensils	17.7	26.5	32.4
Finger Food	8.9	9.4	9.5
Wean	16.8	18.2	36.2
Sleep by Self	13.8	14.6	38.8
Sleep all Night	11.4	14.5	32.4
Choose Clothes	31.1	44.2	33.1
Dress Self	38.2	44.2	39.2
Play Alone	25.0	24.8	12.3
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 Zero to Three, December 1999/January 2000

Shallow Culture

Unspoken Rules

High emotional impact on trust



Shallow Culture- High Emotional Impact

- **Being honest**

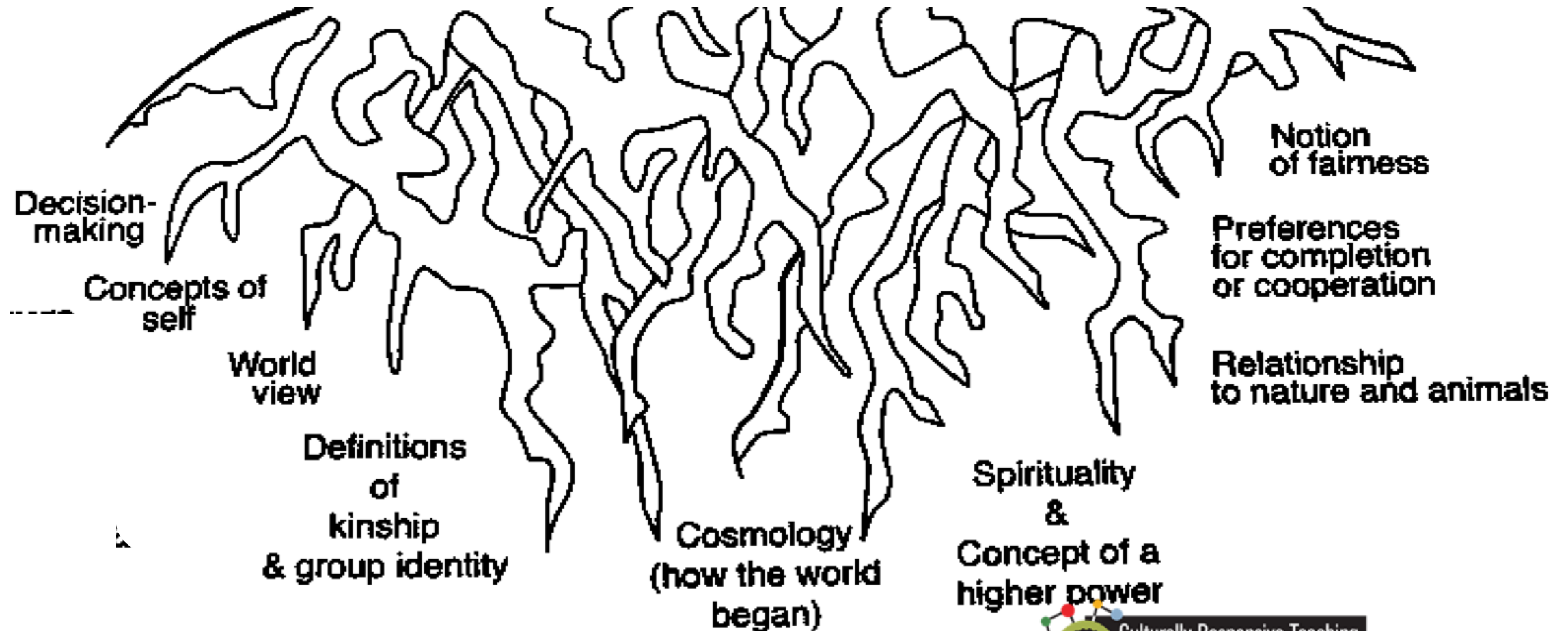
- Students can share with us certain things and not others
- Students feel we mislead them if they failed to understand the impact of an assignment on grades

- **Tempo of work**

- We expect students to get right to work on the task while the student may feel they have time to process in a different way.

Deep Culture

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



Deep Culture- Intense Emotional Impact

- **Notion of fairness**

- While we feel eliminating a privilege is merited, a student may not see how it is related

- **Notion of self**

- Saying a student is "not nice" or "not a good friend" in relation to an action

What is culture?

Individualism Vs Collectivism

What is culture?

Individualism	Collectivism
Independence & individual achievement	Interdependence and group success
Emphasizes self-reliance & belief in self care to get ahead	Emphasizes reliance on the collective wisdom or group resources & belief in group care to get ahead.
Learning through individual study and reading	Learning through group interaction and dialog
Individual contributions and status are important	Group Dynamics and harmony are important
Competitive	Collaborative
Technical/ Analytical	Relational



VS



What is culture?

Individualism

Independence & individual achievement

Emphasizes self-reliance & belief in self care to get ahead

Learning through individual study and reading

Individual contributions and status are important

Competitive

Technical/ Analytical

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



What is culture?

Collectivism

Interdependence and group success

Emphasizes reliance on the collective wisdom or group resources & belief in group care to get ahead.

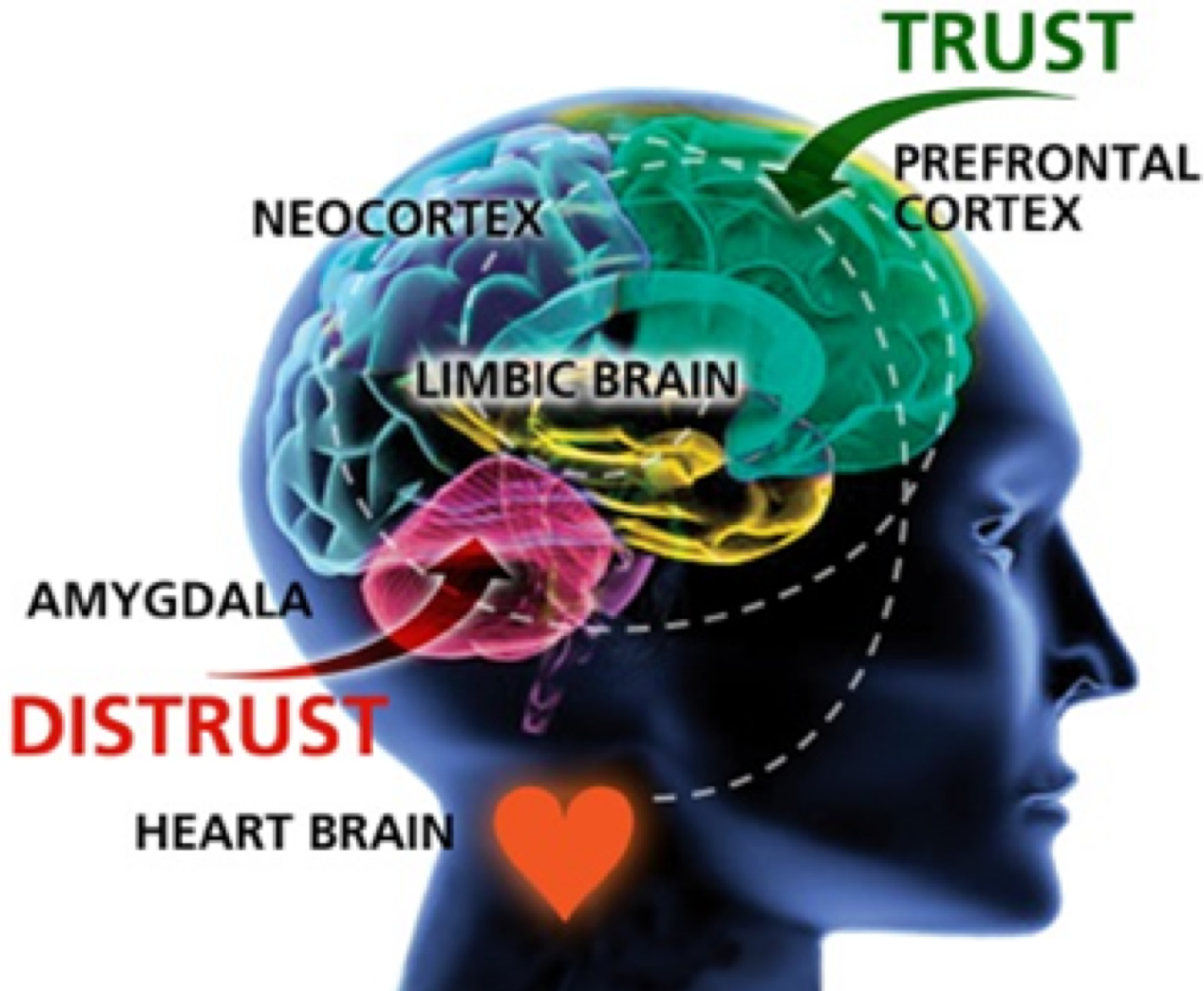
Learning through group interaction and dialog

Group Dynamics and harmony are important

Collaborative

Relational

DISTRUST & TRUST



How the brain physically works influences a person's social-emotional state



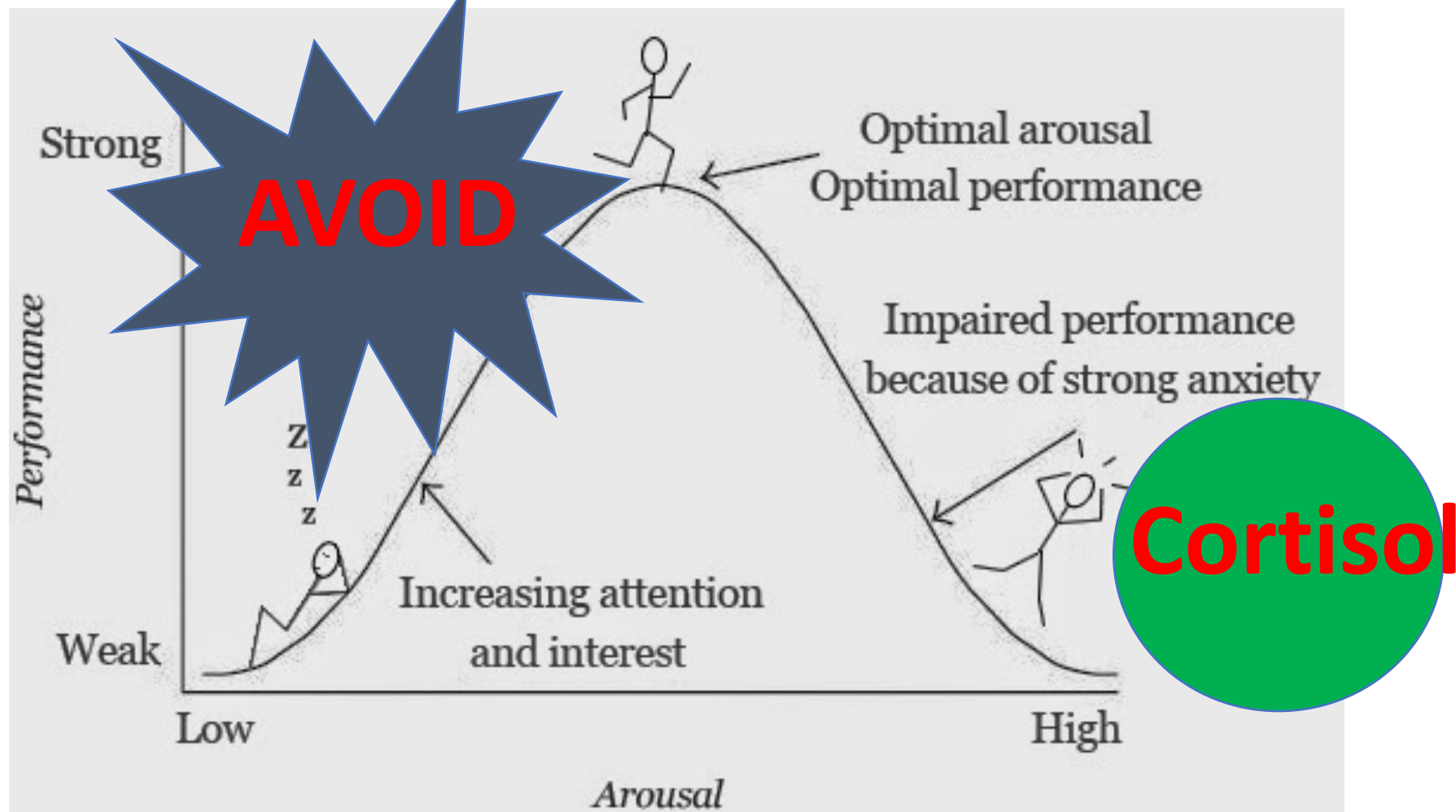
1. Sympathetic Nerve



**Dopamine &
Serotonin**



2. Parasympathetic System

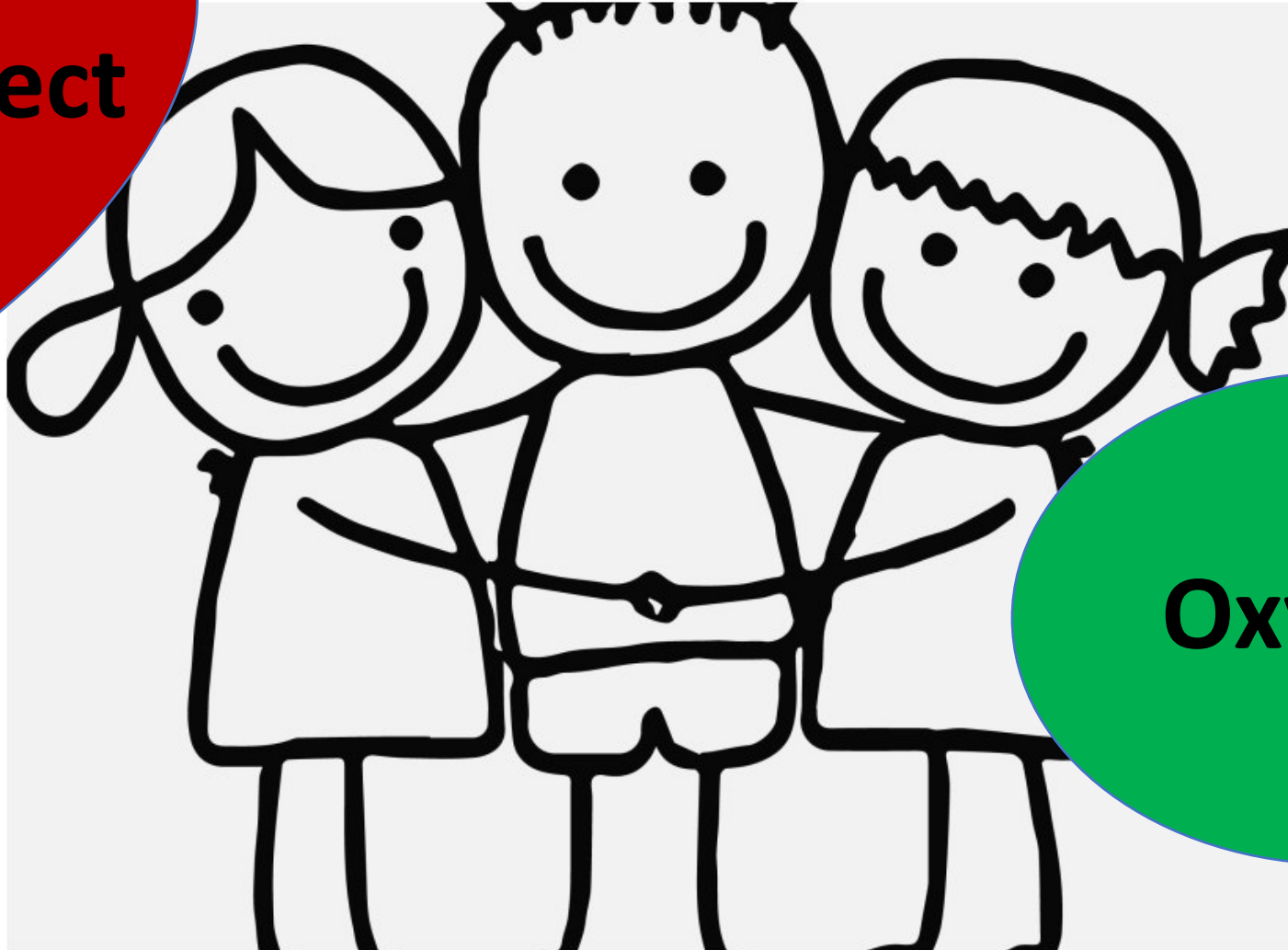


Created by Stress-Strain Diagram for Steel Stress Management Diagram



3. Polyvagal Nerve

Connect



Oxytocin



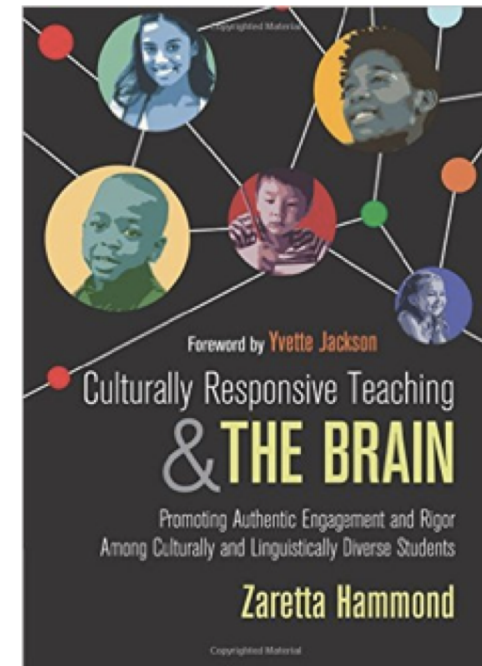
DISTRUST & TRUST

Knowing how the brain works and how it is influenced by cultural constructs allows us to create an optimal leaning environment by connecting to one another.



“The **brain** uses **cultural information** to turn everyday happenings into meaningful events.”

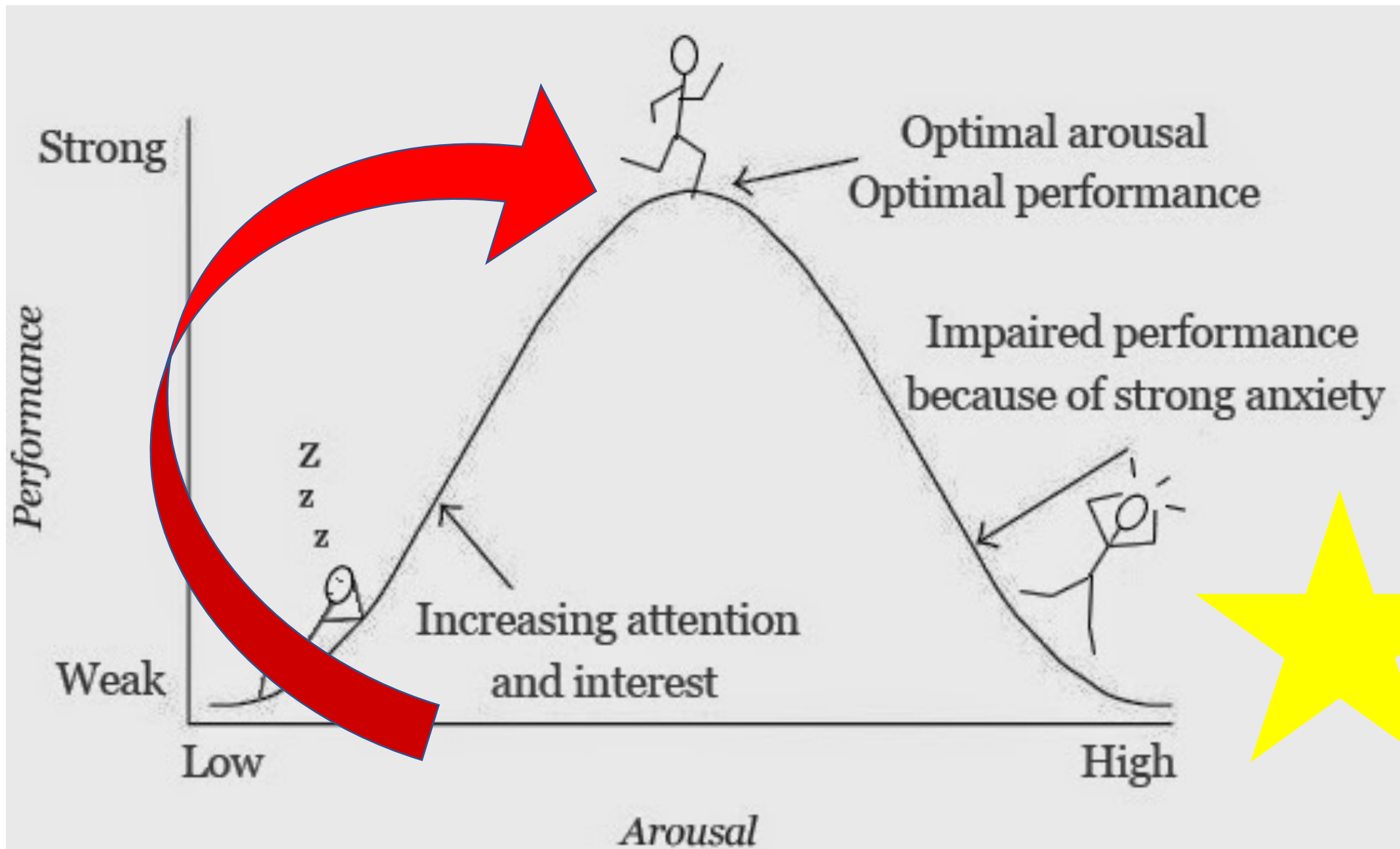
-Zaretta Hammond



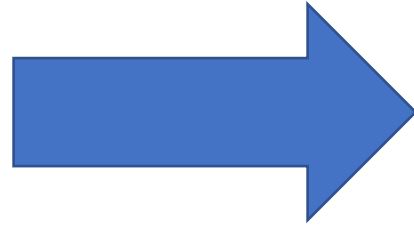
**“Culture is the software
to the brain’s hardware.”**



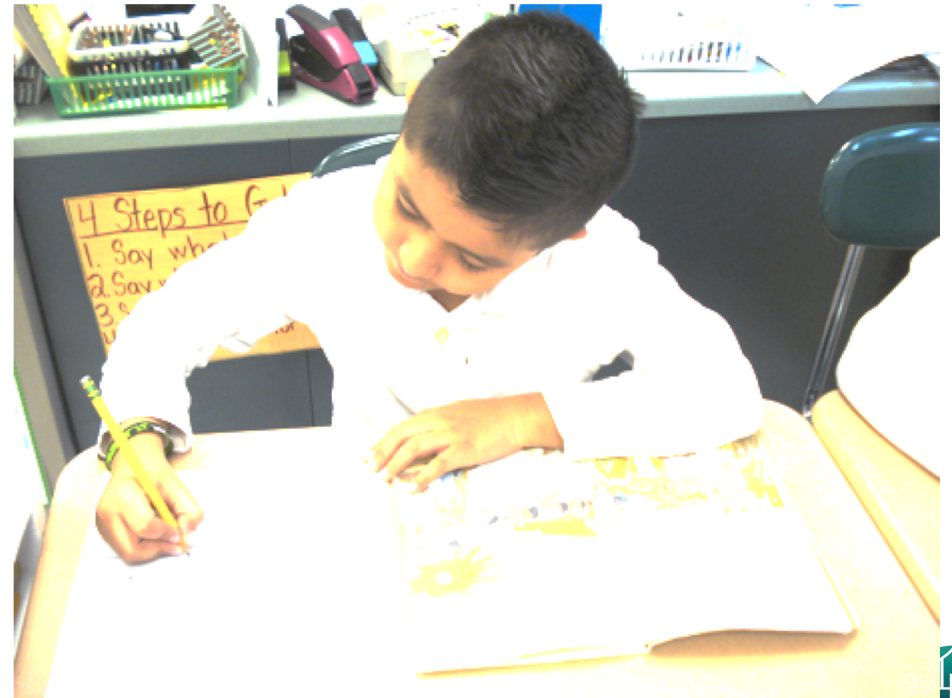
Dependent	Independent
Teacher to carries most cognitive load always	teacher carries some cognitive load temporarily
Is unsure of how to tackle new tasks	Uses strategies and processes taught to tackle new tasks
Cannot complete tasks without scaffolds	Attempts new tasks without scaffolds
Will sit passively and wait until teacher intervenes	Has cognitive strategies to get unstuck and retrieve long-term memory instruction



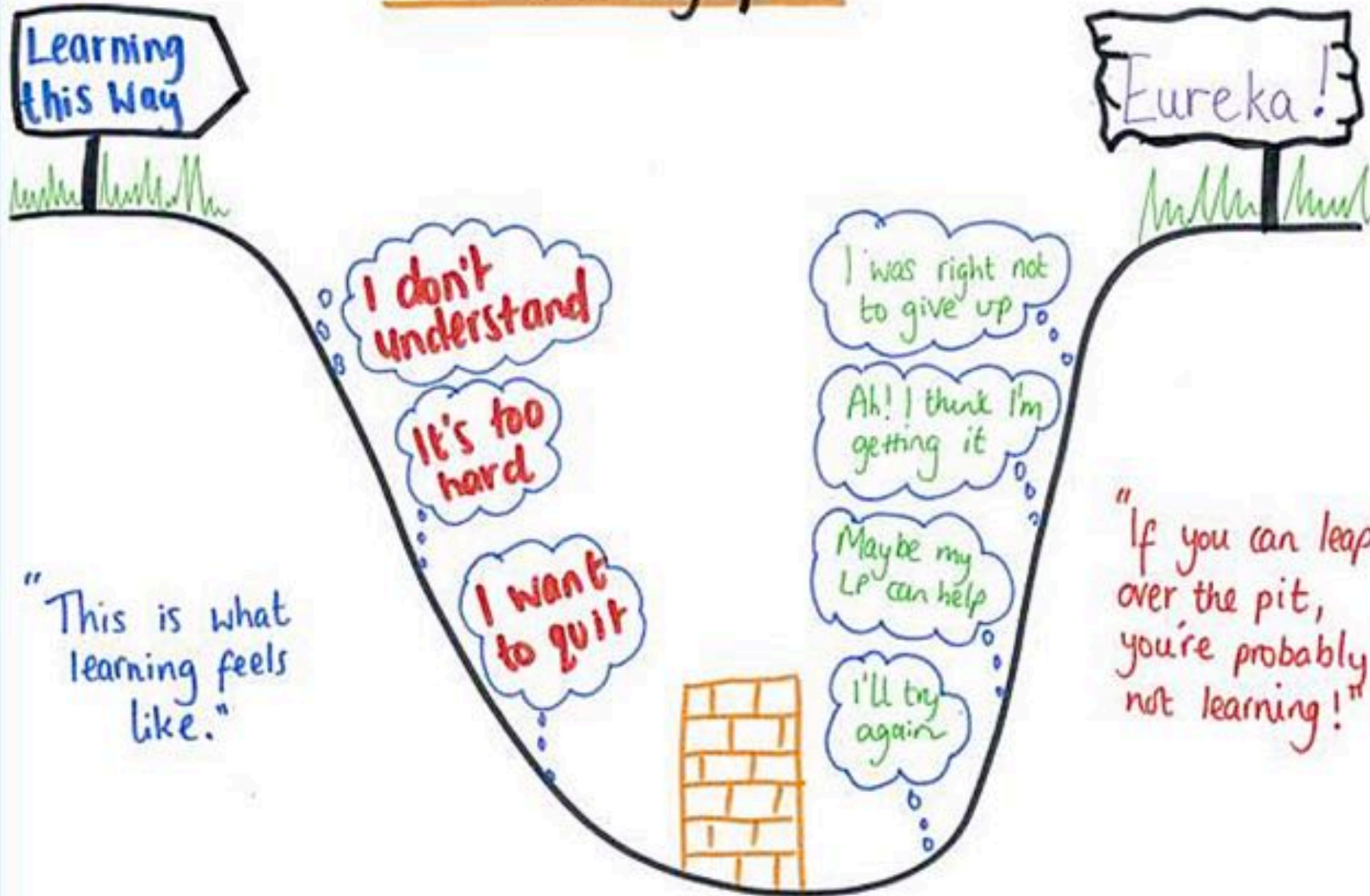
Dependent



Independent



The learning pit



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

Affirm





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





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





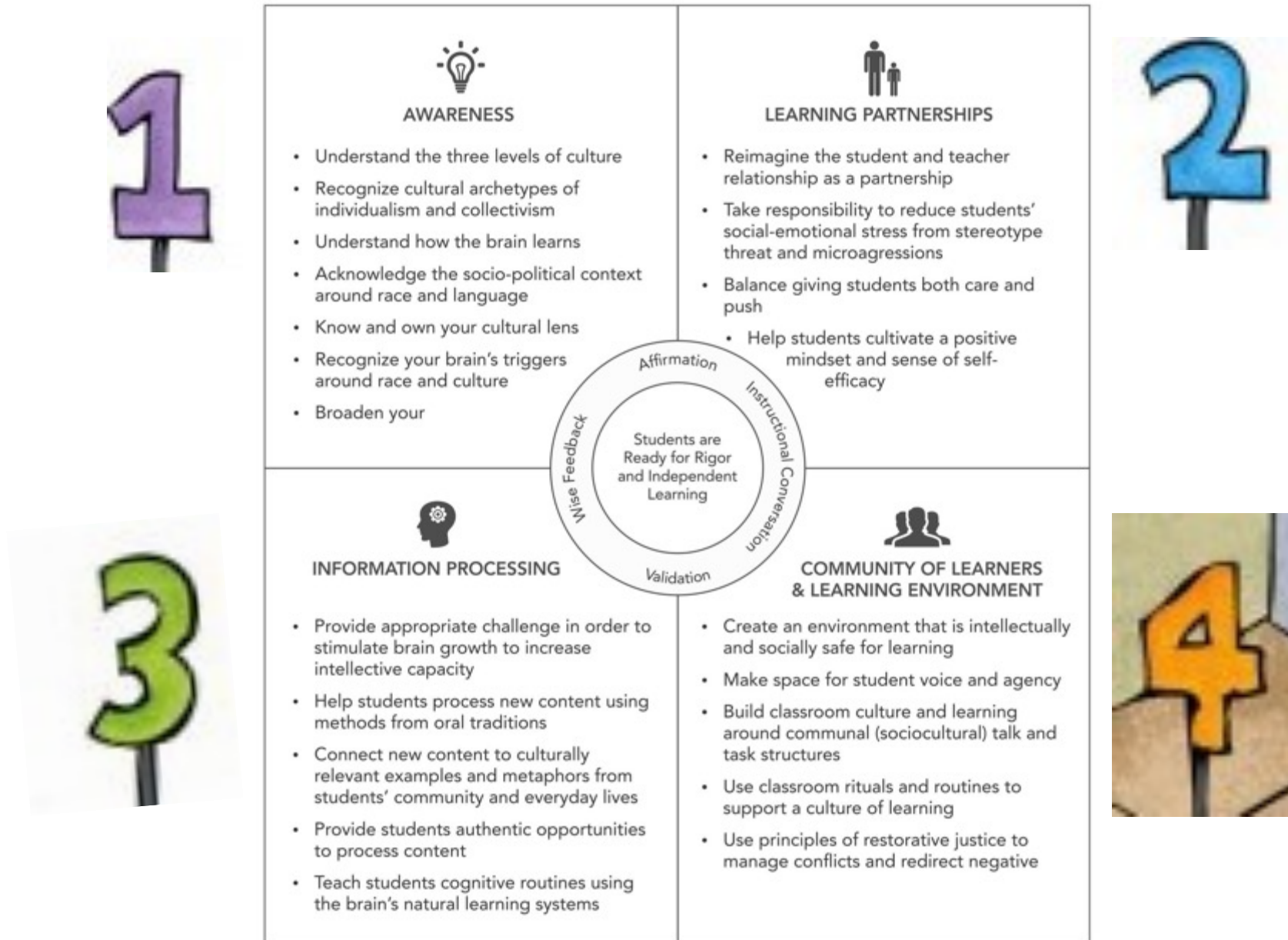
COMMUNITY OF LEARNERS & LEARNING ENVIRONMENT

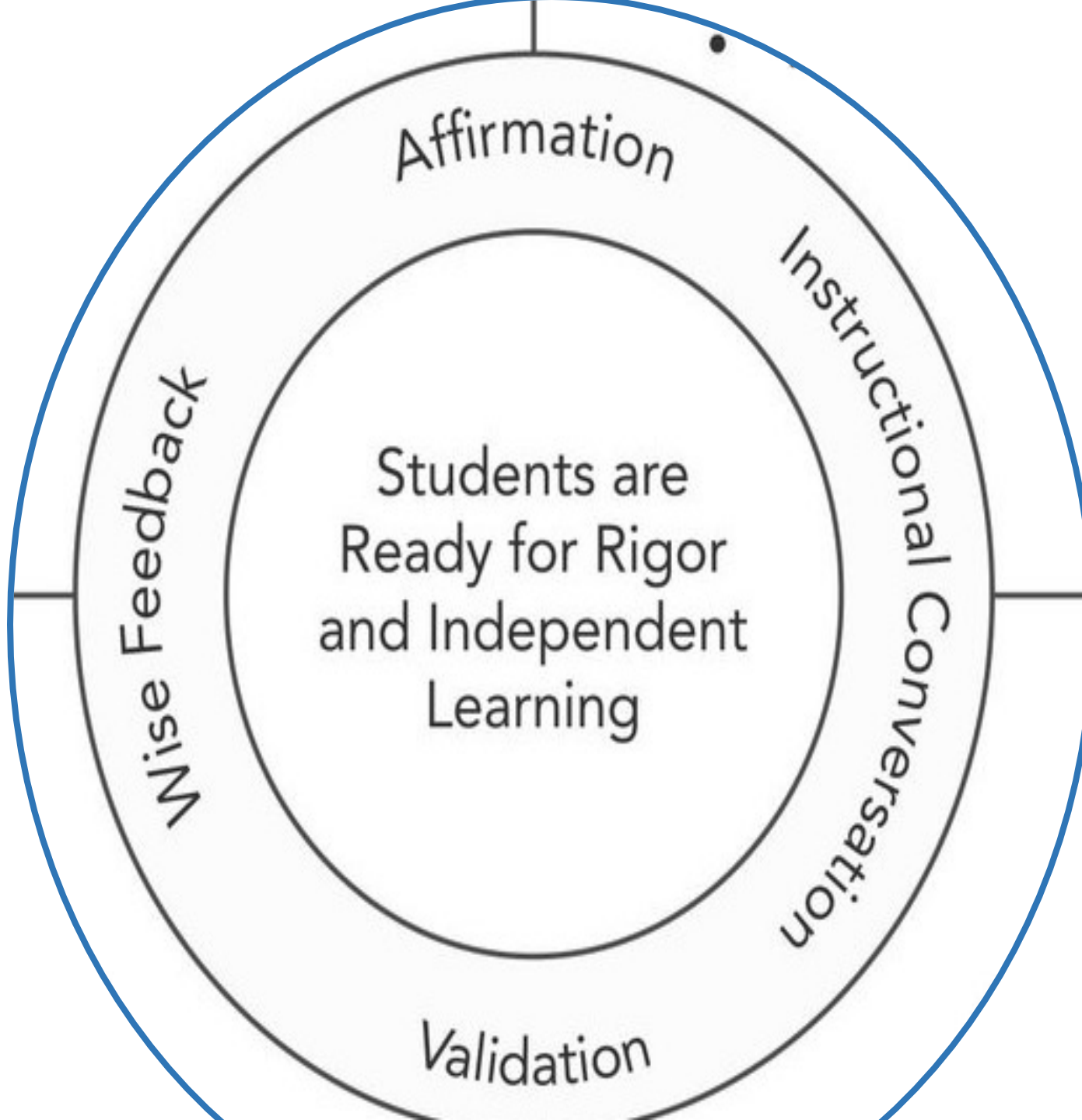
- Create an environment that is intellectually and socially safe for learning
- Make space for student voice and agency
- Build classroom culture and learning around communal (sociocultural) talk and task structures
- Use classroom rituals and routines to support a culture of learning
- Use principles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



READY FOR RIGOR

A Framework for Culturally Responsive Teaching





Dependent



Independent

- Wise Feedback
- Validation
- Affirmation
- Instructional Conversations



A Collectivist Culture

Interdependence and group success

Emphasizes reliance on the collective wisdom or group resources & belief in group care to get ahead.

Learning through group interaction and dialog

Group Dynamics and harmony are important

Collaborative

Relational

What are the implications of diversity of

Language

“Low”

“word- gap”

Remedial

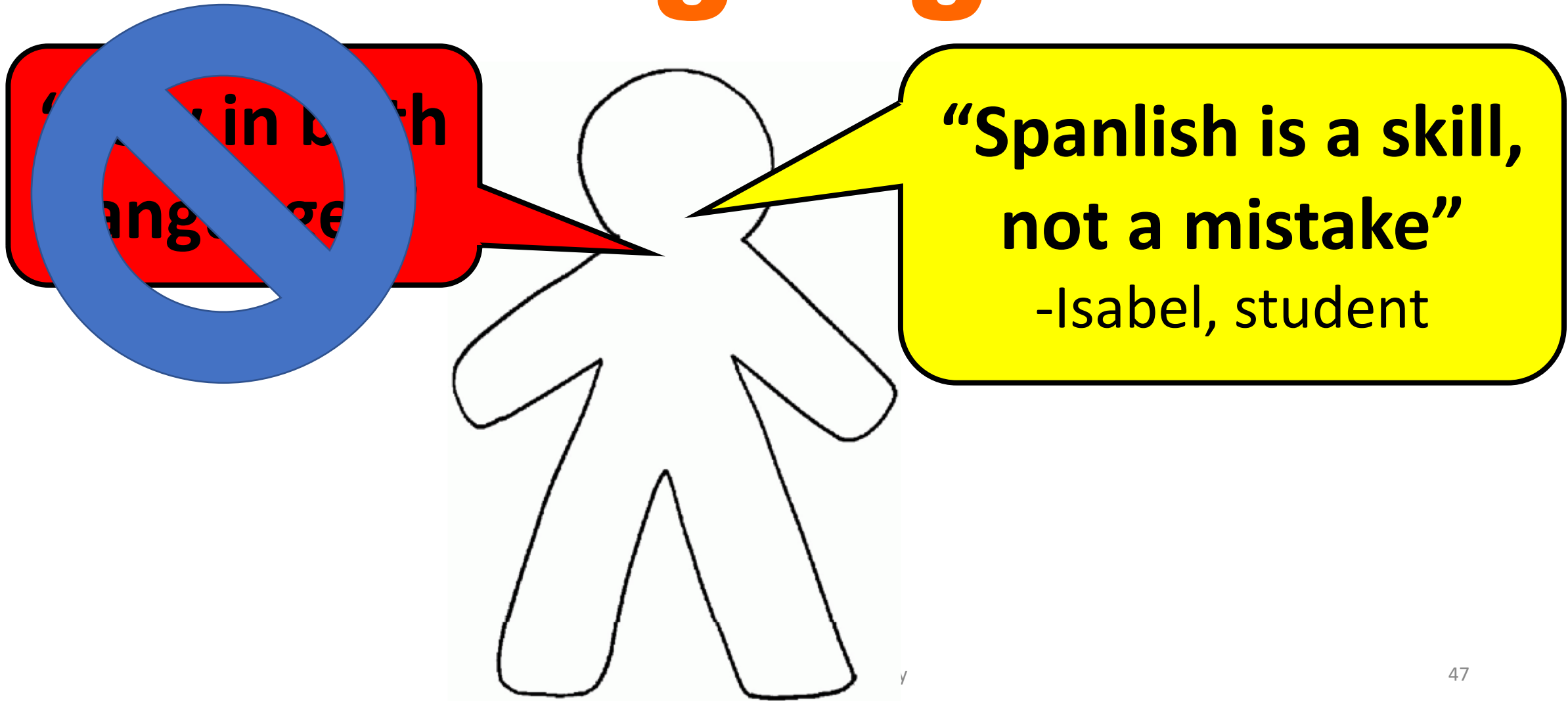
“At Risk”

**Lacks
experiences**

**Cognitively
low**

What are the implications of diversity of

Language



Independent Learner

- Teacher carries some cognitive load temporarily
- Uses strategies and processes taught to tackle new tasks
- Attempts new tasks without scaffolds
- Has cognitive strategies to get unstuck and retrieve long-term memory instruction

Teaching for Biliteracy
means always teaching
language
literacy
and
content



Supporting “all students to achieve at grade level” happens best through **critical, culturally sustaining pedagogies** in which **we teach state and national standards** in relation to **real, local contexts**. Students from historically minoritized communities “achieve” when we **interrogate power relationships and center their community knowledges**.

Palmer, Cervantez-Soon, 2018



Culturally Responsive teaching allows teachers to:

1. Focus on individual children and help them **reach academic success**.
2. Have **high expectations for all students** and embed rigor in all instructional activities.
3. Implementation of practices that support **independent learners** and ensure **academic equity**
4. Check their assumptions and work on making sure they are based on facts and not impressions.





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Teaching for Biliteracy
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“Leadership means taking responsibility for what matters to you” –National Equity Project

