



Cultural Competency

Human Services



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What is cultural competency?

Let's chat



When you think of cultural competency, what words or phrases come to mind?



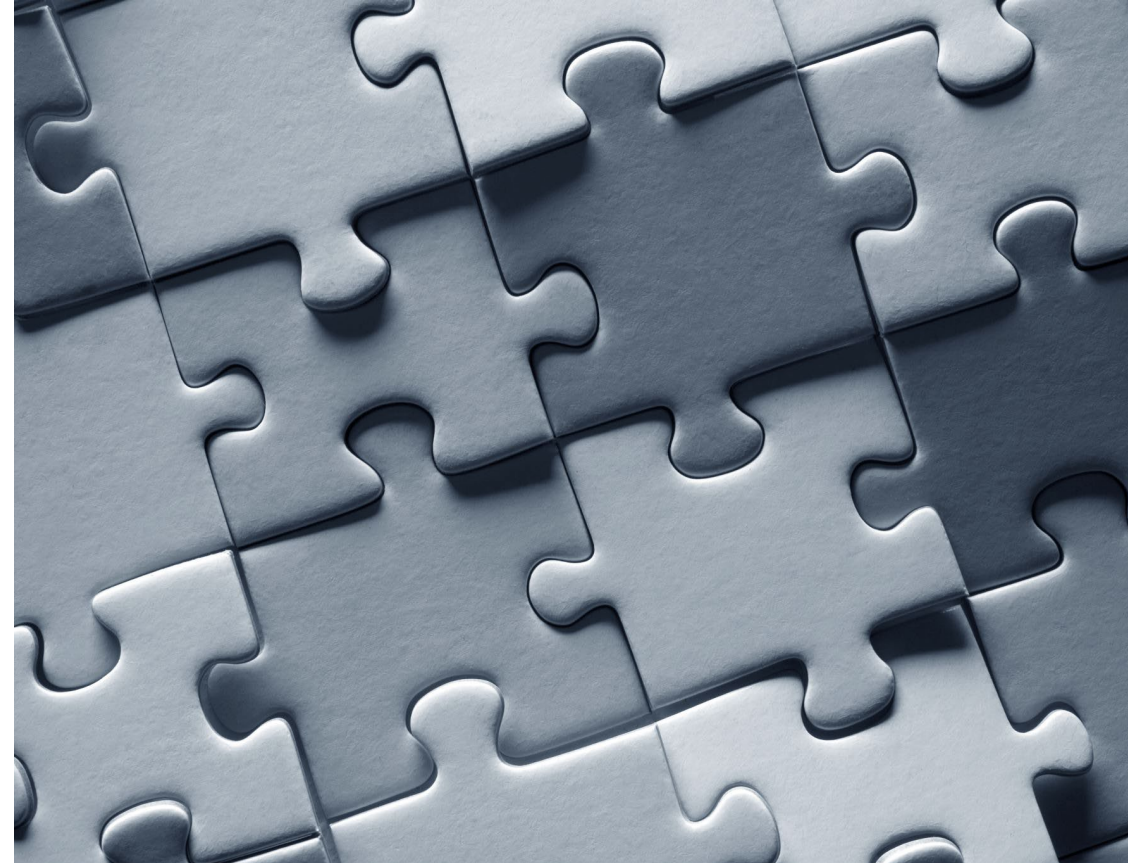
Defining Cultural Competency



Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enable that system, agency or those professions to work effectively in cross-cultural situations.

The word **culture** is used because it implies the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group. The word **competence** is used because it implies having the capacity to function effectively.

Let's explore the term culture further...



Survey Time!



Please take the time to answer the survey questions about Cultural Competency.

This is an anonymous survey.



Common Belief Survey



COMMON BELIEF 1

*I don't think of my students in terms of their race or ethnicity.
I am color blind when it comes to my teaching.*

Background

When teachers say they are color blind, they are usually saying that they do not discriminate and that they treat all their students equally. Of course, being fair and treating each student with respect are essential to effective teaching. However, race and ethnicity often play important roles on children's identities, and contribute to their culture, their behavior, and their beliefs. When race and ethnicity are ignored, teachers miss opportunities to help students connect with what is being taught. Recognizing that a student's race and ethnicity influences their learning allows teachers to be responsive to individual differences. In some cases, ignoring a student's race and ethnicity may undermine a teacher's ability to understand student behavior and student confidence in doing well in a school culture where expectations and communication are unfamiliar. An individual's race and ethnicity are central to her or his sense of self but they are not the whole of personal identity. Moreover, how important an individual's race and ethnicity is to their identity will vary and teachers need to take that into account as they seek to learn more about their students.

Questions to Consider

1. What are some ways for educators to acknowledge students' ethnic, cultural, racial, and linguistic identities?
2. Why is it important to incorporate their identities into the curriculum?
3. What happens when teachers don't validate their students' racial and ethnic identities?



“Schooling is the process by which you institutionalize people to accept their place in a society... Education is the process through which you teach them to transform it.”

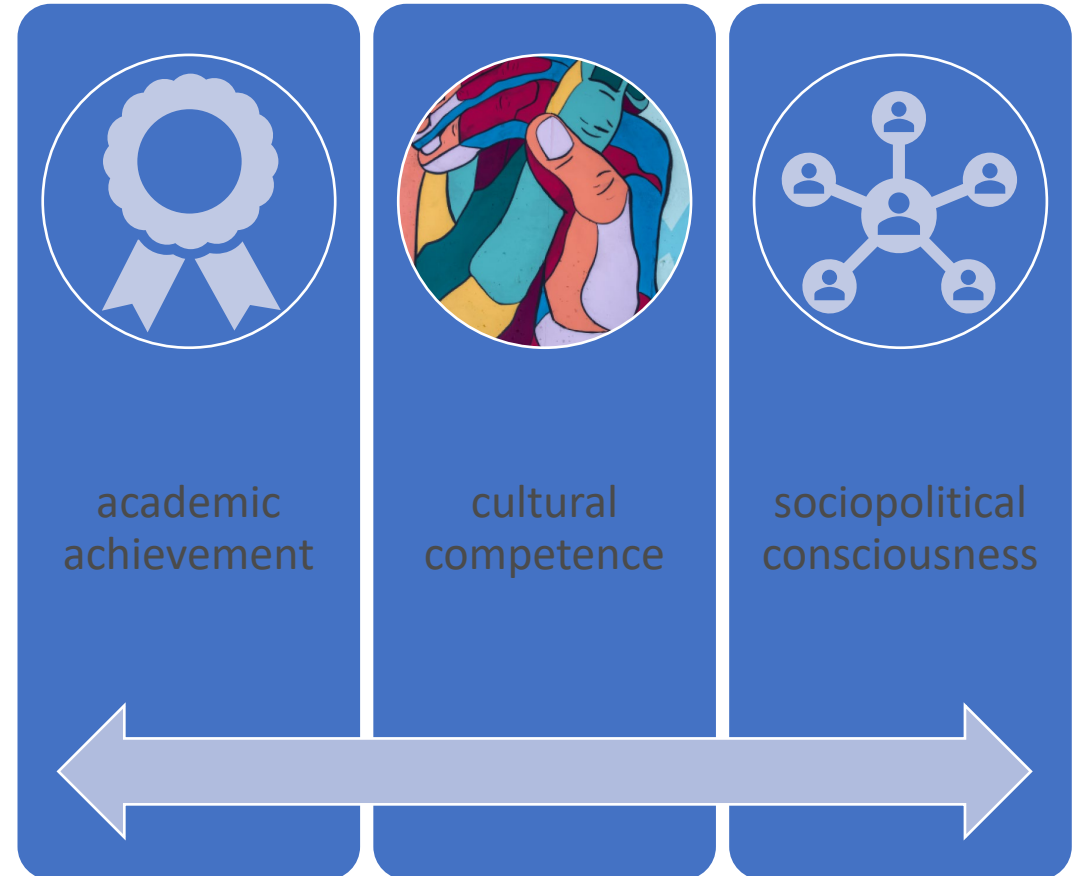
Dr. Jeff Duncan-Andrade

Culturally Relevant Pedagogy

CRP

Culturally Relevant Pedagogy (CRP) is a philosophical outlook towards one's approach to teaching that informs the what, the how, and the why. CRP focuses on the academic and personal success of students as individuals and as a collective. It ensures students engage in academically rigorous curriculum and learning, feel affirmed in their identities and experiences, and develop the knowledge and skills to engage the world and others critically.

CRP, a pedagogical framework coined by Dr. Gloria Ladson-Billings in the early '90s, rests on three fundamental pillars—academic achievement, cultural competence, and sociopolitical consciousness. These three pillars work in tandem with one another—in other words, a culturally relevant teacher cannot focus on one pillar without also inherently focusing on the others.



Social Political Development (SPD) is the process by which individuals acquire the knowledge, analytical skills, emotional faculties, and the capacity for action in **political** and social systems necessary to interpret and resist oppression. Equally as important is a vision of liberation that is an alternative to oppressive conditions.

Sociopolitical consciousness requires that ***teachers actively educate themselves and their students on the personal and sociopolitical issues*** that impact their students, their students' communities, and the world—and, that they **incorporate this into their teaching.** This also inherently means that teachers encourage students to think about and consistently question why things are the way they are and encourage students to see themselves as *agents of social change and transformation*. Students are therefore empowered to think and act in ways that challenge the inequitable status quo among people, within communities, and in society at large.

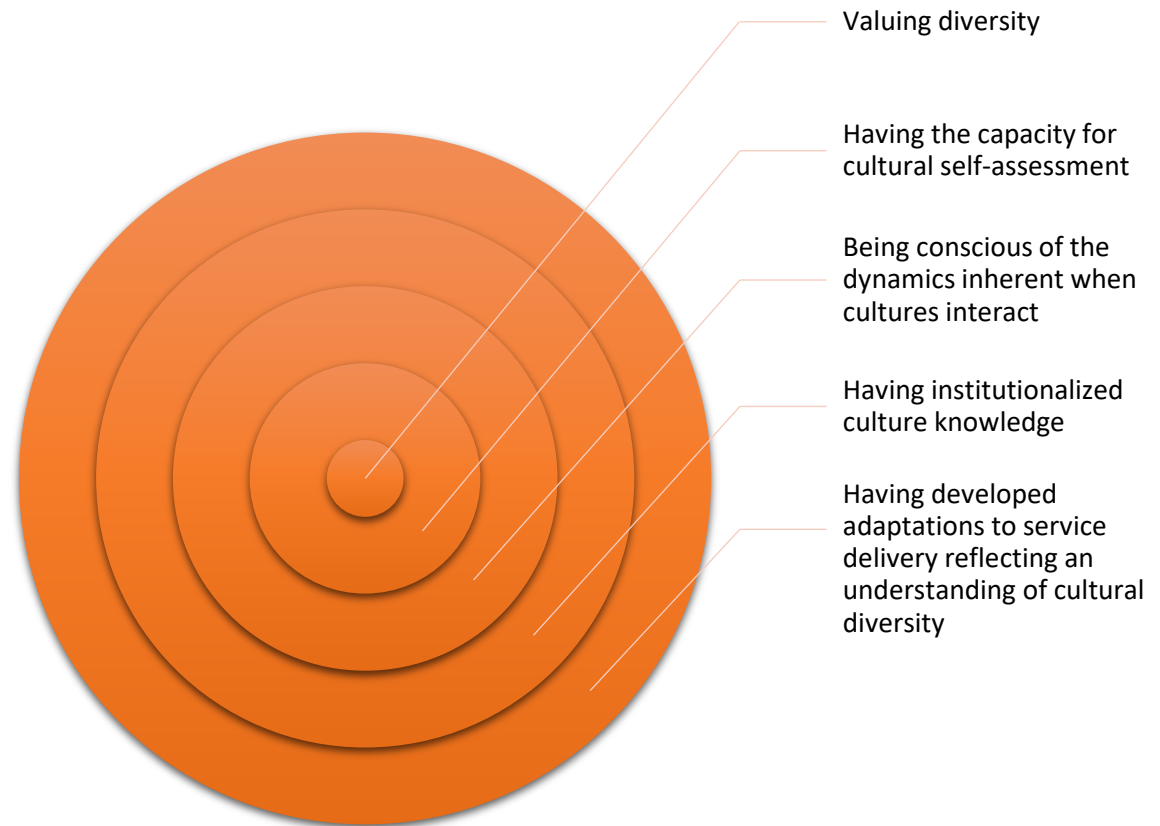
The 5 Elements of Cultural Competency



Five essential elements contribute to a system's institution's, or agency's ability to become more culturally competent which include:



*These five elements should be manifested at every level of an organization including policy making, administrative, and practice. Further these elements should be reflected in the attitudes, structures, policies and services of the organization.



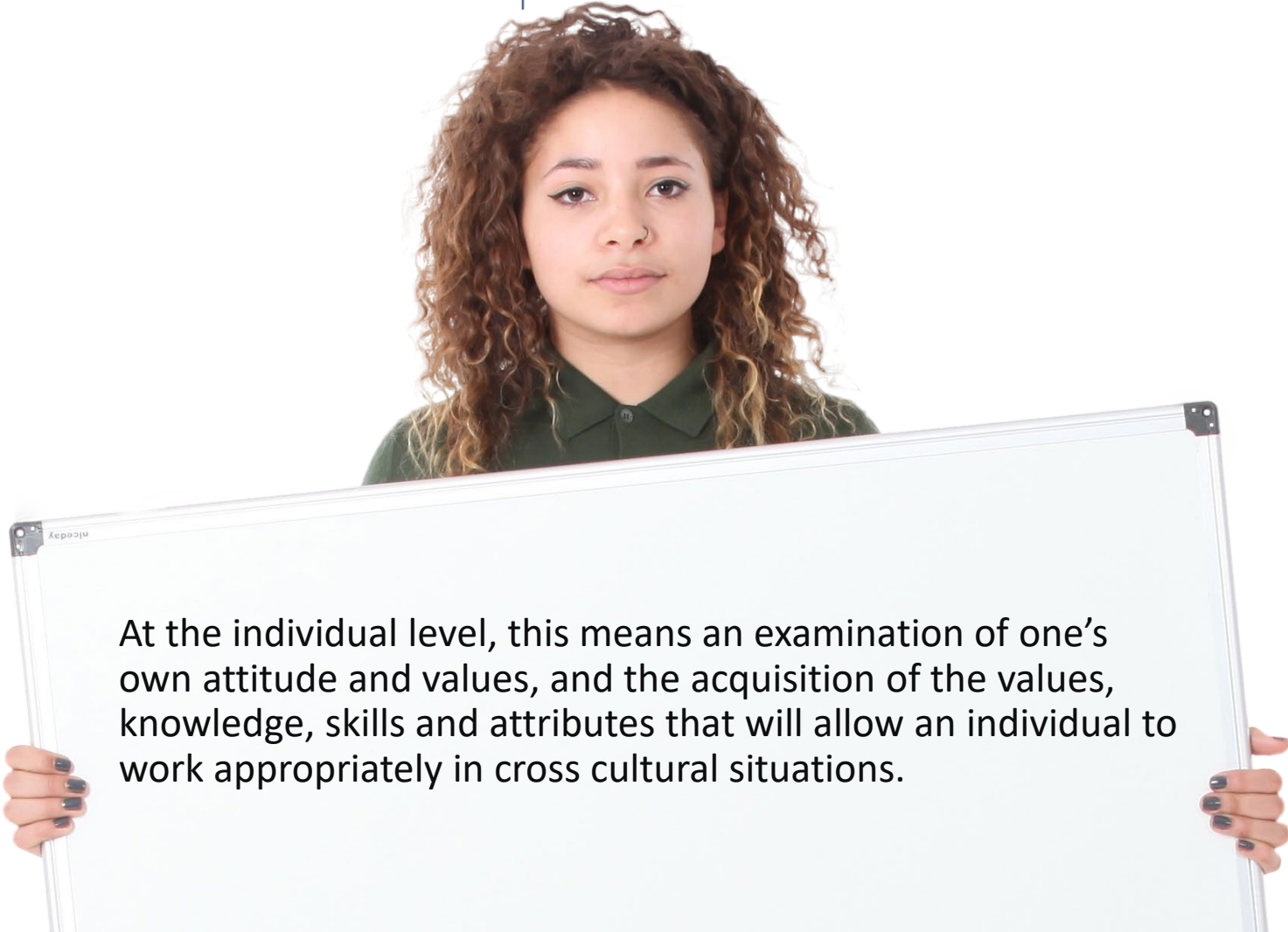
Why is it important?

Cultural Competency

- When we think of cultural competency it is important because it will create a climate of safety, trust, and resources for all individuals within an organization.
- Practicing cultural competency helps to eliminate barriers that hinder growth and access to services.
- Students will know they are loved and supported.
- Why else? Students Achieve



Individual level to becoming culturally competent

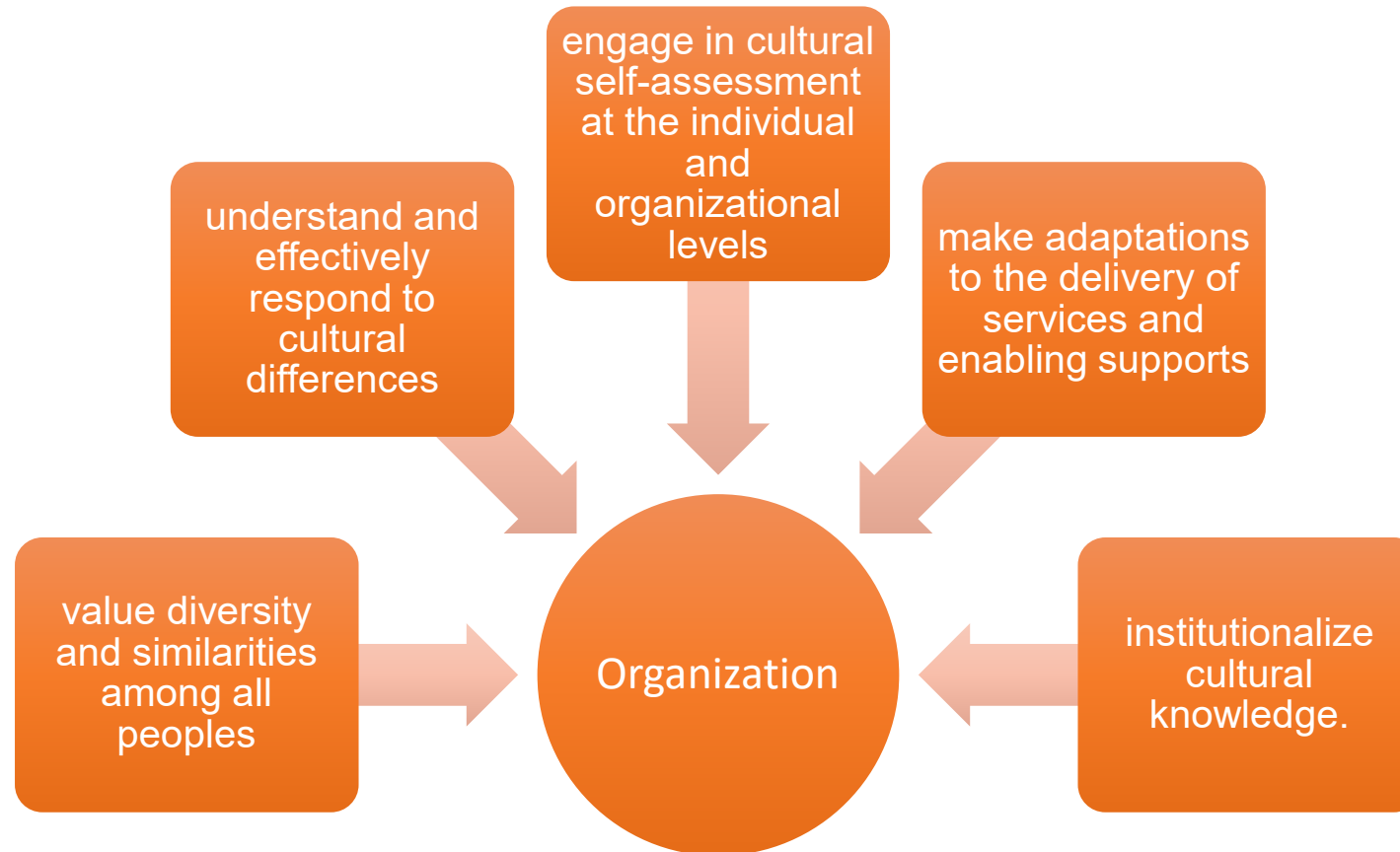


At the individual level, this means an examination of one's own attitude and values, and the acquisition of the values, knowledge, skills and attributes that will allow an individual to work appropriately in cross cultural situations.

Organization Level of responsibility



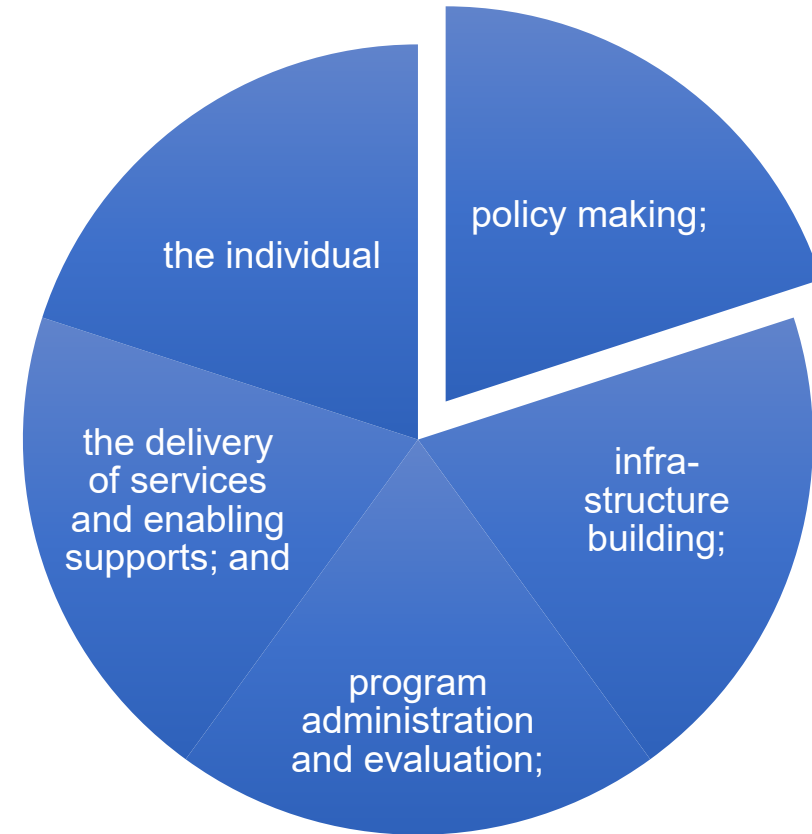
Cultural competence mandates that organizations, programs and individuals must have the ability to:



Cultural Competence

Systems approach

At a systems, organizational or program level, cultural competence requires a comprehensive and coordinated plan that includes interventions on levels of:



Common Belief Survey



COMMON BELIEF 2

The gap in the achievement among students of different races is about poverty, not race.

Background

Studies of the influences on student achievement invariably show that students' family income is a significant correlate of low achievement. However, even when students' socioeconomic status is taken into account, race often accounts for variance in student performance. The reasons for this are complex and experts disagree about why this is so. Most experts dismiss explanations having to do with race-related "culture" (i.e., the culture of poverty thesis) or genetic differences among races. Some experts believe that the racial influence on achievement lies in the experiences students of color may have in school—such as low expectations, teaching that is insufficiently responsive to differences in student interests and needs, or differential access to learning opportunities. There is considerable agreement among researchers that "stereotype threat"—students' belief that societal stereotypes about the limits of the academic abilities of African American, Latino and Native American students have merit--can discourage such students from seeking to achieve at high levels.

Questions to Consider

1. How does "stereotype threat" bring race to the surface in (a) understanding student achievement and (b) fostering productive student-teacher relationships?
2. How do school-based policies and practices reflect institutional racism?
3. What can be done to dismantle racial bias and misconceptions in the American educational system?



Stereotype threat refers to the risk of confirming negative **stereotypes** about an individual's racial, ethnic, gender, or cultural group.



How do school-based policies and practices reflect institutional racism?



Institutional Racism	Lack of School Funding
Institutional Racism	Policing and surveillance of Students
Institutional Racism	Keep de-facto segregation through school and district boundaries

Advocate	Advocate for equitable funding
Advocate	Advocate for less policing and surveillance of students
Advocate	Advocate to end de-facto segregation through school and district boundaries

Common Belief Survey



COMMON BELIEF 3

Teachers should adapt their instructional practice to the distinctive cultures of African American, Latino, Asian and Native American students.

Background

Teachers who are responsive to their students' values, beliefs and experiences will be more effective than those who are not. Some generalizations can be made about the cultures of different racial and ethnic groups that can help teachers to begin to understand their students. However, these generalizations also can lead to stereotypes and a failure to recognize that within broad racial and ethnic groupings (e.g., Latino and Asian) there are very big average differences related to subgroups (e.g., Chinese Americans and Cambodian Americans) and social class differences within groups. Moreover, even within subgroups and students of similar socioeconomic status, there are often significant differences in the factors that influence student learning. There is no substitute for getting to know each student well and adapting instruction to these realities.

Questions to Consider

1. What are some ways in which teachers can view the cultures of their students without stereotyping them?
2. How might teachers learn about the cultural perspectives and practices of their students?
3. What is culturally relevant pedagogy?



What are some ways in which teachers can view the cultures of their students without stereotyping them?



How to Recognize, Avoid, and Stop Stereotype Threat in Your Class this School Year

1. Check YOUR bias at the door. ...
2. Create a welcoming environment (digital) free from bias in your discipline. ...
3. Be diverse in what you teach and read. ...
4. Honor multiple perspectives in your classroom. ...
5. Have courageous conversations



CHECK YOUR BIAS AT
THE DOOR. ...



CREATE A
WELCOMING
ENVIRONMENT
(DIGITAL) FREE FROM
BIAS IN YOUR
DISCIPLINE. ...



BE DIVERSE IN WHAT
YOU TEACH AND
READ. ...



HONOR MULTIPLE
PERSPECTIVES IN
YOUR CLASSROOM. ...



HAVE COURAGEOUS
CONVERSATIONS



How might teachers learn about the cultural perspectives and practices of their students?



1. **Express interest in the ethnic background of your students**
2. **Redirect your role in the classroom from instructor to facilitator**
3. **Maintain a strict level of sensitivity to language concerns**
4. **Maintain high expectations for student performance**
5. **Incorporate methods for self-testing**
6. **Maintain an “inclusive” curriculum that remains respectful of differences**



**There is no substitute for
getting to know each
student well and adapting
instruction to these
realities**



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www.businessandentrepreneurship.net



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www.globaltradeworkforce.com

Resources

BUSINESS & ENTREPRENEURSHIP SECTOR

Educators:

businessandentrepreneurship.net/educators

Students:

businessandentrepreneurship.net/students

DIGITAL DIVIDE SUPPORT

Educators:

cdefoundation.org/digitaldividesupport



California
Community
Colleges

www.cccco.edu

GLOBAL TRADE SECTOR

Educators:

globaltradeworkforce.com/education

Students:

globaltradeworkforce.com/students

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<https://www.tolerance.org/classroom-resources>

Survey Links and discussion prompts:

Survey:

https://www.tolerance.org/sites/default/files/general/Common%20Beliefs%20Survey%20New_0.pdf

Discussion prompts

https://www.tolerance.org/sites/default/files/general/common_beliefs_descriptions.pdf



Resources/Source



Sociopolitical Development resources:

<https://pubmed.ncbi.nlm.nih.gov/12741699/>

Stereotype Threat

<https://www.edglossary.org/stereotype-threat/>

<https://diversity.nih.gov/sociocultural-factors/stereotype-threat>

<https://www.evidencebasedmentoring.org/study-aims-fight-impact-stereotype-threat/>

<https://digitalpromise.org/2018/08/16/recognize-avoid-stop-stereotype-threat-class-school-year/>

Institutional Racism

<https://www.americanprogress.org/issues/education-k-12/news/2020/07/08/487386/fighting-systemic-racism-k-12-education-helping-allies-move-keyboard-school-board/>

<https://www.theedadvocate.org/edupedia/content/what-are-de-jure-and-de-facto-segregation/>

Learning about your student's cultural competency

<https://www.theedadvocate.org/6-ways-teachers-can-foster-cultural-awareness-in-the-classroom/#:~:text=1.,%2C%20beliefs%2C%20and%20social%20behaviors.>

