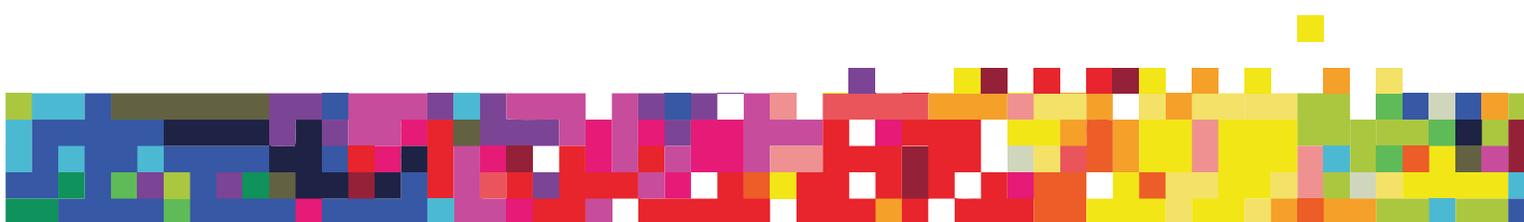
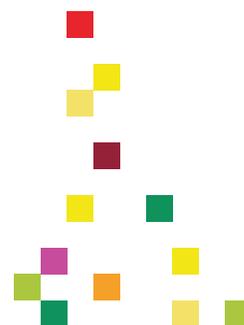
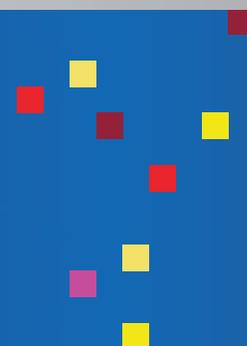


ENHANCING CULTURAL PROFICIENCY



STUDENT SERVICES: CULTURALLY PROFICIENT APPROACHES

FACILITATOR'S GUIDE



ENHANCING
CULTURAL
PROFICIENCY
STUDENT SERVICES:
CULTURALLY PROFICIENT
APPROACHES

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Enhancing Cultural Proficiency—Student Services: Culturally Proficient Approaches

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- Sheila Lucas, Halifax Regional School Board
- Daniel Demers, Department of Education
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Cultural Proficiency—Context and Guiding Principles

“Paulo Freire, among others, established the principle that teaching is an act of liberation that cannot be achieved by attempting to deposit knowledge into children’s heads in the way we bank money. This understanding is fundamental to the concept of cultural proficiency. Sufficient cognitive research has led to the understanding that learning occurs when the teacher skillfully taps into a student’s prior knowledge through the cognitive structure the child’s past experiences have created” (Lindsey et al, 2008 p.ix). This reality is applicable to the adult learning experiences as well.

The guiding principles are the core values, the foundation upon which the cultural proficiency approach is built. The principles are as follows:

- Culture is a predominant force.
- People are served in varying degrees by the dominant culture.
- Acknowledge group identities.
- Diversity within cultures is important.
- Respect unique cultural needs.
- The best of both worlds enhances the capacity of all.
- The family, as defined by the culture, is the primary system of support in the education of children.
- School systems must recognize that marginalized groups have to be at least bicultural—‘community-centric’ vs ‘school-centric’
- Schools must recognize and adjust to effects of historical oppression, over representation in special education, and under representation in gifted programs.

Professional Development Session Materials

This facilitator's guide is designed to assist the facilitator or team of facilitators in the delivery of the Enhancing Cultural Proficiency—Student Services: Culturally Proficient Approaches professional development session. The components of this session consist of a PowerPoint presentation and activity sheets/handouts, which are located in the appendix of this guide. The PowerPoint presentation provides substantive details for both the facilitator and session participants. The guide provides contextual and/or enhanced information, as needed, related to particular slides.

Once you have reviewed all session content you are ready to lead and co-learn through the Enhancing Cultural Proficiency—Student Services: Culturally Proficient Approaches training.

This guide and PowerPoint presentation are available online at <http://prep.EDnet.ns.ca/>.

General Tips for Facilitators

As facilitators you bring your own unique skills, talents, and experiences to any professional development experience. You are encouraged to draw upon your skills, talents, and experiences throughout this session.

Research has identified a number of attributes and approaches of effective facilitators. The following list, from *Tips for Facilitators* (Corwin Press), is by no means exhaustive; rather it presents highlights of effective best practices. As the professional development session facilitator you may find it useful to use the list in the planning and delivery of the session.

Some key characteristics of an effective facilitator:

- fosters mutual trust so that participants feel that it is a safe environment and willingly engage in meaningful learning;
- possesses strong interpersonal skills;
- has the ability to build rapport with people (relatively quickly) and be open and sensitive to individual needs;
- observes the group so as to diagnose where they are; often referred to as “reading the mood of the room”;
- not be overly directive so that the success of the session is a shared experience between the facilitator and the participants;
- possesses skill in depersonalizing anger and/or negative comments;
- utilizes active listening skills;
- demonstrates confidence, competence and expertise (as relates to content and process).

This professional development session, through the ordering and details of content, acknowledges that both the facilitators and the session attendees come with prior knowledge. Their experiences can enrich the session through affirming the messages of the sessions and/or contributing to a debate regarding challenging the status quo.

Agenda and Process

The session content allows for individual reflection, pair and share, group discussion, mini-lectures, etc. Throughout the remainder of this guide, the agenda and session slides will be introduced and elaborated upon. Please note that the agenda is provided as an example. You may find it necessary to condense or expand it to meet your board's unique needs. This guide will indicate, with an , the components that should not be left out of any session, regardless of the length and/or format of the agenda.

Enhancing Cultural Proficiency—Student Services: Culturally Proficient Approaches Session

Sample Full-Day Agenda

(15 mins.)	9:15–9:30 am	Refreshments
(35 mins.)	9:30–10:05 am	Introduction/Welcome/Anticipated Outcomes (slides 1–4)
(10 mins.)	10:05–10:15 am	Barriers to Implementation (slide 4)
(15 mins.)	10:15–10:30 am	Debrief on Barriers—Theme Development
(15 mins.)	10:30–10:50 am	Nutrition/Health Break
(20 mins.)	10:50–11:10 am	Share your Perceptions (slide 6)
(35 mins.)	11:10–11:40 am	Self-Assessment (slide 7)
(20 mins.)	11:40–12 noon	Debrief and Follow up
(45 mins.)	12:00–12:45 pm	Lunch
(15 mins.)	12:45–1:00 pm	Cultural Proficiency—Mini-Lecture (slides 8–13)
(25 mins.)	1:00–1:25 pm	Student Services & Cultural Proficiency: Applying the Elements (slides 16–17)
(40 mins.)	1:25–2:05 pm	Guiding Principles—Policies and Procedures (slides 18–19) Name Five Things (slide 23)
(35 mins.)	2:05–2:40 pm	Case Studies/Scenarios or “In-basket” Problem-Solving Solution-Focused (slides 33–34)
(20 mins.)	2:40–3:00 pm	Closing—Where to next? What is my (individual & institutional) role?

Tips and Enhanced Information—Slide Specific

Slides One and Two: Logistics

These slides serve as an opportunity to introduce the session topic, session facilitator(s), and attendees while sharing any necessary logistic information.

Slide Three: Other Cultures

The bold text on this slide is meant to be read aloud as an opportunity to highlight the embracing of uniqueness and diversity.

Slide Four: Barriers to Implementation

The work of cultural proficiency is built around reflection. This slide provides each individual attendee the opportunity to reflect upon any obstacles or fears that may impact them on an individual and institutional level. The worksheet, Perceived Barriers to Implementing Cultural Proficiency, asks participants to consider themselves, the board, and the department when identifying possible barriers.

Handout: Perceived Barriers to Implementing Cultural Proficiency

Slide Five: Anticipated Outcomes

It is always desirable to share the anticipated outcomes with the session participants. This slide can be changed depending upon what you hope to achieve. Encourage feedback to ascertain that participants are comfortable with their understanding of the direction of the session and to give them the opportunity to suggest additions and/or amendments.

Slide Six: Share your Perceptions

This is an opportunity to open dialogue on assumptions and stereotypes. If you need time as you develop your agenda, it may not be necessary to do all seven categories. However, it is important that you allow the appropriate amount of time for a debrief discussion. This will be affected by, among other things, the number of session participants.

Slide Seven: Cultural Proficiency Self-Assessment

This activity provides participants the opportunity to evaluate their individual knowledge and comfort level with regard to the five elements of cultural proficiency. The table group portion of the activity can be structured so that each table considers all five of the elements as part of their group discussion or a table could randomly be assigned one element upon which to focus their group discussion.

Handout: Cultural Competence Self-Assessment

Slides Eight through Thirteen: Essential Elements of Cultural Proficiency

This is meant to be delivered as a mini-lecture. Slides eight to thirteen provide participants with a basic knowledge of the Five Essential Elements of Cultural Proficiency. You may wish to reference a discussion that took place as part of the Self-Assessment Activity. For further information on the essential elements of cultural proficiency, refer to pages 2–6 and pages 27–36 of *Culturally Proficient Instruction: A Guide for People Who Teach* (2006).

Slides Fourteen and Fifteen: Cultural Proficiency and Pre-conditions for Doing This Work

These slides highlight the attitudinal change implied/needed for real change to occur. These can be used as stand-alone slides or the content can be integrated during general dialogue.

Slides Sixteen and Seventeen: Student Services & Cultural Proficiency

This is an opportunity to brainstorm functions (or delivery focus areas) and policy areas of Student Services. Participants are expected to identify specific function or policy areas to which they will apply the five elements of cultural proficiency. This is an activity where learning is achieved best through individual reflection and a full discussion. Be sure to provide sufficient time for table talk and the full group debrief.

Handout: Applying the Cultural Proficiency Lens

Slides Eighteen and Nineteen: The Guiding Principles

These slides provide an overview of the principle framework of Cultural Proficiency.

Slide Twenty: Reflection and Dialogue

This slide provides an opportunity to remind participants of the importance of reflection and dialogue.

Slide Twenty-one: Questions to Guide Our Work

This slide provides five questions for consideration. These can be viewed from an individual or system perspective.

Slide Twenty-two: Cultural Proficiency Tools

This slide provides an overview of the tools used in the work of implementing cultural proficiency. You may wish to highlight, The Barriers, as it is not specifically covered in the session.

Slide Twenty-three: List Five Things 

This slide highlights for the participant the concept of identity and how people can, often unintentionally, be asked to choose aspects of them, to hide or deny. The debrief discussion is an important component of this activity as this is the opportunity to hear about people's feelings and perspectives about self-concept.

Slides Twenty-four through Thirty-two: The (Cultural Proficiency) Continuum

These slides are an overview and detailed explanation of the six components of the Cultural Proficiency continuum. It can be delivered as a mini-lecture, as a discussion, question and answer dialogue, or a combination of all. Slide thirty-two warrants focus. Through highlighting some of the comments on slide thirty-two, the facilitator can draw attention to what actions lead to transformation and which ones contribute to maintaining the status quo. Facilitators may wish to pre-read pages 84–92, *Cultural Proficiency: A Manual for School Leaders* (2003) by Randall B. Lindsey, Kikanza Nuri Robins, and Raymond D. Terrell.

Slide Thirty-three: Scenarios Activity

Seven sample scenarios had been formulated by Sheila Lucas, Facilitator, African Nova Scotian Student Support, in collaboration with Student Services facilitators (from the Halifax Regional School Board), for use during the Cultural Proficiency Session delivered during the Student Services Coordinators' meeting held on May 19, 2010. They are composites of real experiences. They are located in the appendix of this guide and are provided as a starting resource to support your discussions about applying cultural proficiency. If you have scenarios that you feel would help you better situate the discussion for your participants' context, please feel free to use them. It is important that when you introduce the scenarios that you draw attention to the importance of context for the session participants. For each scenario, after each individual has had a chance to read and consider the scenario, participants are to participate in a table discussion. The questions are provided as prompts. Participants may have additional ones they may wish to include. Alert participants that they will be asked, as a table, to contribute to a group debrief. Someone at the table should be asked to record the points that will be shared during the table debrief.

Handout: Scenarios (7)

Slide Thirty-four: In-Basket Activity

This activity is optional. You may choose to use it in addition to the Scenarios Activity as a means to enhance participant learning.

Slide Thirty-five: Where to from here?

This slide introduces the opportunity to (i) begin or continue discussing how to address any identified barriers, and (ii) begin the development of a system level action plan. The worksheet, Barriers and Breakthroughs, may be useful to prompt and support the action planning process.

Handout: Barriers and Breakthroughs

Slide Thirty-six: Cultural Proficiency Resources

These resources are available from the Authorized Learning Resources database. Racial Equity / Cultural Proficiency Framework is available online at <http://prep.ednet.ns.ca/>

Slide Thirty-seven: Voices that Resonate

This is the time to invite comments and for you, the facilitator, to bring closure to the session.

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Corwin Press. *Tips for Facilitators*, 2005. www.corwinpress.com.

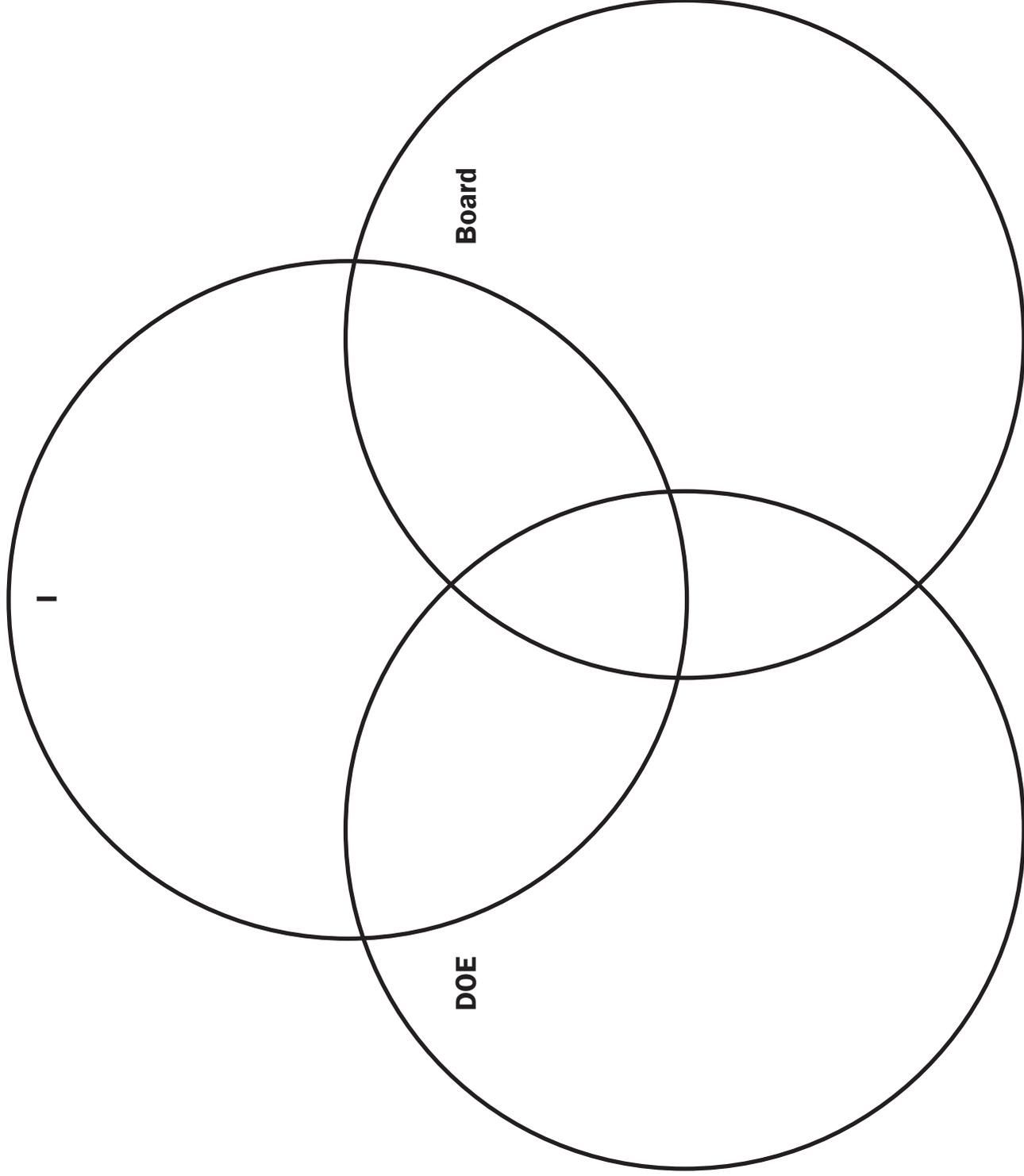
Lindsey, Randall B., Stephanie M. Graham, R. Chris Westphal, and Cynthia, L. Jew. 2008. *Cultural Proficiency Inquiry: A Lens for Identifying and Examining Educational Gaps*. Thousand Oaks, CA: Corwin Press.

Lindsey, Randall B., Kikanza Nuri Robins, and Raymond D. Terrell. 2003. *Cultural Proficiency: A Manual for School Leaders*. 2nd ed. Thousand Oaks, CA: Corwin Press.

Appendix

- Perceived Barriers to Implementing Cultural Proficiency
- Cultural Competence Self-Assessment
- Applying the Cultural Proficiency Lens
- Where to from Here?
- Connecting Cultural Proficiency to Policies and Practices
- PowerPoint Presentation

Perceived Barriers to Implementing Cultural Proficiency



Cultural Competence Self-Assessment

Circle the numbers that best reflect your responses to the questions:

Rarely = 1 Seldom = 2 Sometimes = 3 Often = 4 Usually = 5

Adapts to Diversity

- | | | | | | |
|--|----------|----------|----------|----------|----------|
| 1. I realize that once I embrace the principles of cultural proficiency, I, too, must change. | 1 | 2 | 3 | 4 | 5 |
| 2. I am committed to the continuous learning that is necessary to deal with the issues caused by differences. | 1 | 2 | 3 | 4 | 5 |
| 3. I seek to enhance the substance and structure of the work I do so that it is informed by the guiding principles of cultural proficiency. | 1 | 2 | 3 | 4 | 5 |
| 4. I recognize the unsolicited privileges I might enjoy because of my title, gender, age, sexual orientation, physical ability, or ethnicity. | 1 | 2 | 3 | 4 | 5 |
| 5. I know how to learn about people and cultures unfamiliar to me without giving offense. | 1 | 2 | 3 | 4 | 5 |



Cultural Competence Self-Assessment

Circle the numbers that best reflect your responses to the questions:

Rarely = 1 Seldom = 2 Sometimes = 3 Often = 4 Usually = 5

Assesses Culture

- | | | | | | |
|---|---|---|---|---|---|
| 1. I am aware of my own culture and ethnicity. | 1 | 2 | 3 | 4 | 5 |
| 2. I am comfortable talking about my culture and ethnicity. | 1 | 2 | 3 | 4 | 5 |
| 3. I know the effect that my culture and ethnicity may have on the people in my work setting. | 1 | 2 | 3 | 4 | 5 |
| 4. I seek to learn about the culture of this organization. | 1 | 2 | 3 | 4 | 5 |
| 5. I seek to learn about the cultures of this organization's employees. | 1 | 2 | 3 | 4 | 5 |
| 6. I seek to learn about the cultures of this organization's clients. | 1 | 2 | 3 | 4 | 5 |
| 7. I anticipate how this organization's clients and employees will interact with, conflict with, and enhance one another. | 1 | 2 | 3 | 4 | 5 |



Cultural Competence Self-Assessment

Circle the numbers that best reflect your responses to the questions:

Rarely = 1 Seldom = 2 Sometimes = 3 Often = 4 Usually = 5

Institutionalizes Cultural Knowledge

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | I work to influence the culture of this organization so that its policies and practices are informed by the guiding principles of cultural proficiency. | 1 | 2 | 3 | 4 | 5 |
| 2. | I speak up if I notice that a policy or practice unintentionally discriminates against or causes an unnecessary hardship for a particular group in this organization's community. | 1 | 2 | 3 | 4 | 5 |
| 3. | I take advantage of teachable moments to share cultural knowledge or to learn from my colleagues. | 1 | 2 | 3 | 4 | 5 |
| 4. | I take advantage of teachable moments to share cultural knowledge with this organization's clients. | 1 | 2 | 3 | 4 | 5 |
| 5. | I seek to create opportunities for my colleagues, managers, clients, and the communities we serve to learn about one another. | 1 | 2 | 3 | 4 | 5 |



Cultural Competence Self-Assessment

Circle the numbers that best reflect your responses to the questions:

Rarely = 1 Seldom = 2 Sometimes = 3 Often = 4 Usually = 5

Manages the Dynamics of Difference

- | | | | | | |
|---|---|---|---|---|---|
| 1. I recognize that conflict is a part of life. | 1 | 2 | 3 | 4 | 5 |
| 2. I work to develop skills to manage conflict in a positive way. | 1 | 2 | 3 | 4 | 5 |
| 3. I help my colleagues to understand that what appear to be clashes in personalities may in fact be conflicts in culture. | 1 | 2 | 3 | 4 | 5 |
| 4. I help the clients I serve to understand that what appear to be clashes in personalities may in fact be conflicts in personal or organizational culture. | 1 | 2 | 3 | 4 | 5 |
| 5. I check myself to see if an assumption I am making about a person is based on facts or upon stereotypes about a group. | 1 | 2 | 3 | 4 | 5 |
| 6. I accept that the more diverse our group becomes, the more we will change and grow. | 1 | 2 | 3 | 4 | 5 |



Cultural Competence Self-Assessment

Circle the numbers that best reflect your responses to the questions:

Rarely = 1 Seldom = 2 Sometimes = 3 Often = 4 Usually = 5

Values Diversity

- | | | | | | |
|---|---|---|---|---|---|
| 1. I welcome a diverse group of clients and colleagues into the work setting. | 1 | 2 | 3 | 4 | 5 |
| 2. I create opportunities at work for us to be more inclusive and more diverse. | 1 | 2 | 3 | 4 | 5 |
| 3. I appreciate both the challenges and opportunities that diversity brings. | 1 | 2 | 3 | 4 | 5 |
| 4. I share my appreciation of diversity with my co-workers. | 1 | 2 | 3 | 4 | 5 |
| 5. I share my appreciation of diversity with other clients. | 1 | 2 | 3 | 4 | 5 |
| 6. I work to develop a learning community with the clients (internal or external) I serve. | 1 | 2 | 3 | 4 | 5 |
| 7. I make a conscious effort to teach the cultural expectations of my organization or department to those who are new or who may be unfamiliar with the organization's culture. | 1 | 2 | 3 | 4 | 5 |
| 8. I proactively seek to interact with people from diverse backgrounds in my personal and professional life. | 1 | 2 | 3 | 4 | 5 |



Applying the Cultural Proficiency Lens

The following essential elements of cultural proficiency provide the standards for individual behaviour and organizational practices

Assess Culture

Value Diversity

Manage the Dynamics of Difference

Adapt to Diversity

Institutionalize Cultural Knowledge

Identify three functions of / delivery focus areas of Student Services that relate to meeting the needs of students with special needs:



Scenarios

SCENARIO 1:

You are required to program for a 17-year-old, new Canadian youth, with mental health issues, who has experienced her parents being killed and spent time in a refugee camp. Placement is required at the high school level.

- What factors need to be considered?
- How do you program for such a youth?

SCENARIO 2:

A female teacher makes a disparaging remark to you about a male African Nova Scotian student who is unwilling to learn and will surely end up in the criminal justice system. She further discloses that she has an underlying fear of dealing with African Nova Scotian males.

- How do you respond to this staff member's stereotypical attitude about African Nova Scotian males by making it a learning experience and at the same time open up dialogue for self-reflection?

SCENARIO 3:

You frequently visit schools and you notice that at the high school level, racially visible students and Caucasian students congregate separately in different areas of the school. You further notice a troubling pattern whereby staff focuses exclusively on the behaviour of the racially visible students.

- Do you bring this to the attention of administration?
- If no, why not?
- If yes, how do you proceed and overcome

SCENARIO 4:

You find yourself reluctant to initiate contact with some parents/guardians based on their race, culture, or ethnicity.

- What are the potential reasons for this reluctance?
- How do you overcome this reluctance?
- Discuss ways to obtain a better understanding of other cultures.

SCENARIO 5:

A new student, who is identified as special needs, enters our school system, from another province, at the grade 5 level. The first week the student is in attendance you are contacted by the principal who has consulted with teaching staff and is requesting you attend a program planning team meeting.

- How would you proceed?
- How could you respond to this school and other schools who have the tendency to program too soon and/or over program for new students?

SCENARIO 6:

A female from the Middle East enters our school system in junior high and has had a previous psycho-educational assessment done in her country of origin. You are expected to interpret the report and assist with programming for the youth, with limited understanding of the assessment methodology and the culture.

- How do you begin to interpret such a report and program for this student equitably?

SCENARIO 7:

A male youth at the high school level, from the Middle East, has had a psycho-educational assessment. You have set up a meeting with the parents to explain the assessment results. The parents have little proficiency in English and will be attending the meeting with an interpreter.

- How does one translate technical terms to parents via an interpreter with accuracy and understanding?
- How do you relay information regarding program requirements?
- What understanding of cultural differences is required?

Barriers and Breakthroughs

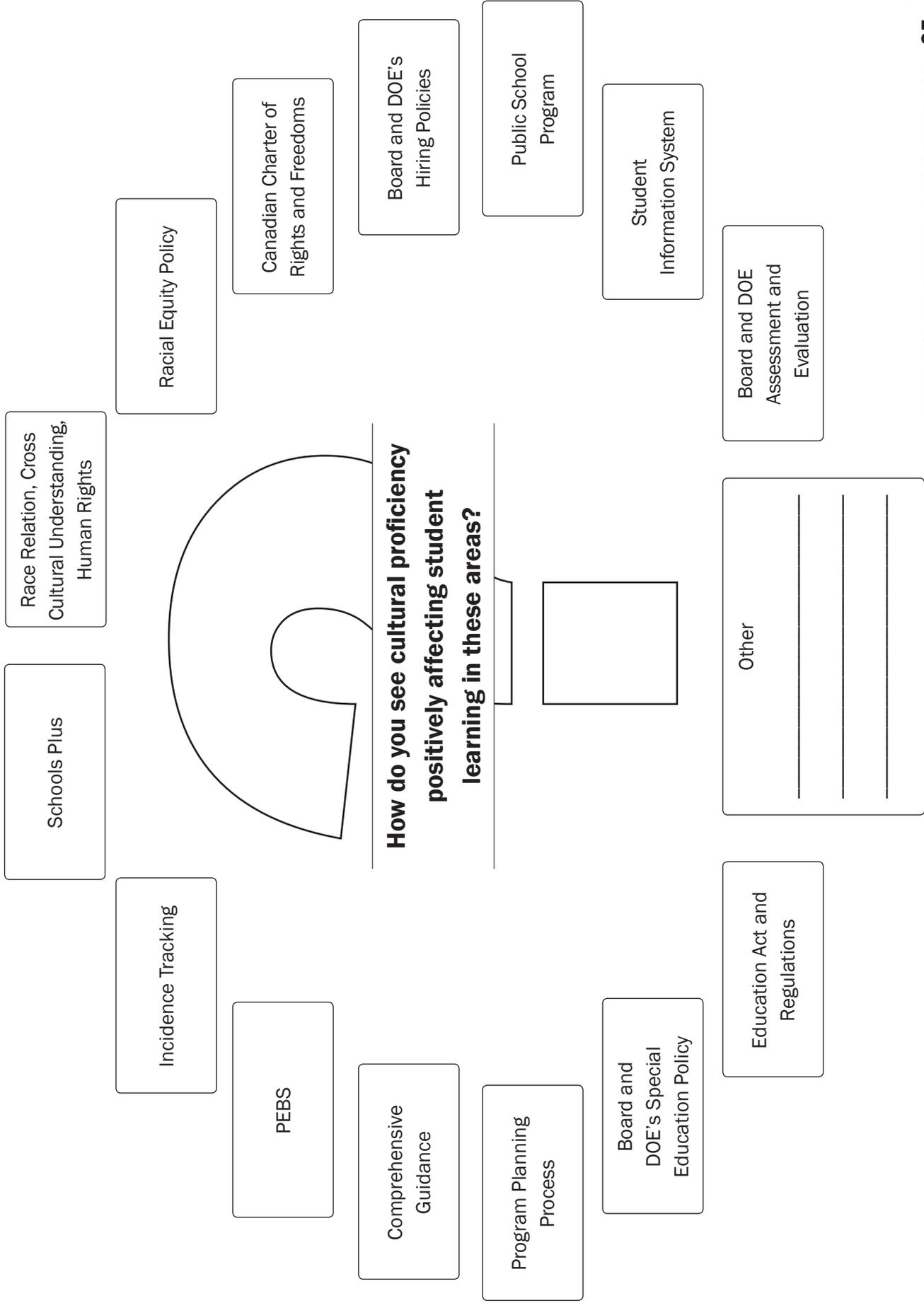
It is all in the questions we ask

Groups often get “stuck” in their downward spiral of negative, difficult questions that serve as barriers to moving forward to improve student learning. Some of the current barrier questions and breakthrough questions might be:

Barrier questions	Breakthrough questions
What good will it do to talk about student achievement when we know these kids are doing the best they can for who they are?	What might be some things that can support our conversations about how all demographic groups are being served by us?
When will we ever have enough time to do this kind of work?	
Our union does not support “extra” time for this work. What does the union think about this work?	
Why do the administrators want us to do this?	
Why are we held accountable for kids whose parents don’t care?	In what ways might we engage parents of our community as co-learners?
Why do I have to work with a team, when my kids are doing just fine?	
Why do we need to have parents at our meetings, when they don’t even show up for conferences?	
What’s wrong with meeting just in our department? Why do we need others (teachers, coaches, consultants, administrators) at our PLC meetings?	

Barrier questions	Breakthrough questions
<p>Since we know some kids can't do the work, why do they have to be in mainstream classes? Can't special classes (ability grouping) serve them better?</p>	
<p>How can you expect us to do this when we don't have the time or the right materials and resources? (Don't some teachers get stipends to do this?)</p>	
<p>What is keeping me/us from doing this work?</p>	<p>What changes in the structure of this school might we make to better serve our students?</p>
<p>Why do we have to use our prep time as PLC planning time?</p>	
<p>Math is math! Why can't we teach all kids using the same "good teaching" strategies?</p>	<p>What four questions might you ask, that if you had the answer to, would make all the difference in your African American students' success?</p>
<p>Why aren't my colleagues supporting my work in the PLC?</p>	
<p>I know I'm a good teacher because I've been recognized as such, but now I'm being asked to be a "leader," so how will I know what to do in this new role, when my colleagues want me to do all the work for them?</p>	
<p>My administrator asked me to do this new work, but didn't tell me how. How can I do it when she and the other teachers won't help me?</p>	
<p>Before we begin this work and use all these resources and time, where are schools like ours, with kids and families like ours, that are being successful?</p>	
<p>Why do we even need to talk about race and student achievement?</p>	<p>What might be some things that we fear when it comes to talking about race or other cultural issues and the students we serve?</p>

Connecting Cultural Proficiency to Policies and Practices



Enhancing Cultural Proficiency Student Services: Culturally Proficient Approaches

- Introductions
- Logistics
- Setting the context

Other Cultures

The world in which you were born
is just one model of reality.

**Other cultures are not
failed attempts at being you:**

They are unique manifestations
of the human spirit.

(Wade Davis, Anthropologist)

3

Barriers to Implementation

- Barriers
 - As we begin today's work, it will be useful to think about and articulate what we may identify as fears or obstacles as they relate to advancing cultural proficiency.
 - Using the diagram provided, indicate one barrier in each category.
 - We will collect, on sticky notes, the barriers that fall into the category of board or department. The themes, if any, that emerge will be highlighted later today.

4

Anticipated Outcomes

- Enhance your knowledge of the interconnectedness between department policies (Racial Equity and Special Education policies) and board policies (Race Relations, Cross Cultural Understanding and Human Rights and Special Education policies)
- Present some of the strategies and practices embodied in cultural proficiency that can be utilized to support our understanding of students and inform the “backward design” model
- Provide practice opportunities for self-assessment and the analysis of current practices and approaches to engaging students and meeting the needs of all learners

5

Share your Perceptions: How do you think your partner would respond?

- country of family origin and heritage
- languages spoken
- interests or hobbies
- favorite foods
- preferred types of movies, TV programs
- preferred types of music
- pets, if any, or favorite animals

6

Cultural Proficiency Self-Assessment

- Purpose
 - To provide a baseline of information and a starting point for conversation about becoming culturally proficient
- Instructions (This is a timed activity)
 - As an individual, complete all five sections regarding the Elements of Cultural Proficiency.
 - Identify under each element, two statements that you feel most comfortable with, and two statements you would like to work on to increase your comfort level.
 - As a table group, identify two statements, from those identified as needing work to increase your comfort level to be able to apply it to your work. These will be shared with the full group.

7

Essential Elements of Cultural Proficiency

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Assess Culture 2. Value Diversity 3. Manage the Dynamics of Difference 4. Adapt to Diversity 5. Institutionalize Cultural Knowledge | <p><i>The essential elements of cultural proficiency provide the standards for individual behaviour and organizational practices.</i></p> |
|---|---|

8

1. Assess Culture—Name the Differences

- aware of own culture
- aware of the effect of culture on other people
- learns about the culture of the organization and clients

9

2. Value Diversity—Claim the Differences

- welcomes a diverse group of clients
- shares this appreciation with others

10

3. Manage the Dynamics of Differences— Reframe the Difference

- recognizes that conflict is normal and part of life
- develops skills to manage conflict in a positive way
- clashes in personalities may in fact be conflicts in culture

11

4. Adapt to Diversity—Train about Differences

- commits to continuous learning
- enhances the substance and structure of work so that all are informed by the guiding principles of cultural proficiency

12

5. Institutionalize Cultural Knowledge—Change for Differences

- works to influence the culture of the organization so that its policies and practices are informed by the guiding principles of cultural proficiency
- creates opportunities for groups to progress

13

Cultural Proficiency

- is an “inside-out” approach and the theme for our session
 - Is about being aware of how we—as individuals and as organizations—work with others
 - Is about being aware of how we respond to those different from us
 - Is about visible and not so visible differences
 - Is about preparing to live in a world of differences
- is a world view, a mindset; it is the manner in which we lead our lives
- cannot be mandated; it can be nurtured

14

Pre-conditions for Doing This Work

- School leaders have to do their own work first.
- Each leader has to think deeply about the guiding principles and essential elements.
- Cultural Proficiency is a journey with our colleagues, not done to them.
- We begin where people are, not necessarily where we would like them to be.

15

Student Services & Cultural Proficiency

- Functions and policy areas:
 - Identify three functions (delivery focus areas) of Student Services that relate to meeting the needs of students with special needs
 - Step one—individual self-reflection process, non-communication
 - Step two—table sharing
 - Step three—large-group sharing

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Student Services & Cultural Proficiency

- Functions and service delivery:
 - Essential Elements of Cultural Proficiency
 - Assess Culture
 - Value Diversity
 - Manage the Dynamics of Difference
 - Adapt to Diversity
 - Institutionalize Cultural Knowledge

Activity: Applying the Cultural Proficiency Lens

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The Guiding Principles

The guiding principles are the core values, the foundation upon which the approach is built:

- Culture is a predominant force.
- People are served in varying degrees by the dominant culture.
- Acknowledge group identities.
- Diversity within cultures is important.
- Respect unique cultural needs.

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The Guiding Principles

- The best of both worlds enhances the capacity of all.
- The family, as defined by the culture, is the primary system of support in the education of children.
- School systems must recognize that marginalized groups have to be at least bicultural:
“Community-centric” vs “School-centric”
- Schools must recognize and adjust to effects of historical oppression—over representation in special education and under representation in gifted programs.

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Reflection and Dialogue

- Reflection and dialogue are fundamental to probing and understanding organizations’ policies and practices.
- Reflection and dialogue are essential processes for individuals and organizations engaged in a journey toward cultural proficiency.
 - Reflection is the discussion we have with ourselves to understand our values and behaviours.
 - Dialogue is the discussion we have with others to understand their values and behaviours.

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Questions to Guide Our Work

- What barriers to student learning exist within our schools and us?
- What are your core personal values that support equitable learning outcomes for students?
- What are your school's core values that support equitable learning outcomes for students?
- What examples do you have for unhealthy and healthy language, behaviours, policies, and practices used by your colleagues, your school, and you?
- What standards do you and your school use to ensure equitable learning outcomes for students?

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Cultural Proficiency Tools

- **The Barriers**
 - caveats that assist in responding effectively to resistance to change
- **The Guiding Principles**
 - underlying values of the approach
- **The Continuum**
 - language for describing both healthy and non-productive policies, practices, and individual behaviours
- **The Essential Elements**
 - five behavioural standards for measuring, and planning for, growth toward cultural proficiency

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List five things about you that, if taken from you, you would not be the same person you are today.

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The Continuum

There are six points along the cultural proficiency continuum that indicate unique ways of perceiving and responding to differences.

- cultural destructiveness
- cultural incapacity
- cultural blindness
- cultural pre-competence
- cultural competence
- cultural proficiency

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Cultural Destructiveness:
See the difference, stomp it out.

- any policy, practice, or behaviour that effectively eliminates another people's culture
 - e.g., discrimination against observable manifestations of ethnicity such as accent, hair, and adornments

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Cultural Incapacity:
See the difference, make it wrong.

- the belief in the superiority of one's own culture and behaviour that disempowers another culture
- can lead to learned helplessness—people's belief that they are powerless because of repeated negative messages
 - e.g., questioning the qualifications of people of colour

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Cultural blindness:

See the difference, act like you don't.

- any policy, practice, or behaviour that ignores existing cultural differences or considers such differences as inconsequential
- view cultural differences to be indications of disobedience, noncompliance, or other deficiencies
 - e.g., using the behaviour of a “model minority” as the criterion for judging all minority groups

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Cultural Pre-competence:

See the difference, respond inadequately.

- reflected in people and organizations that are trying to use appropriate behaviours and practices
- engage proactively with cultures other than their own
 - e.g., recruit people who are not part of the mainstream culture and not provide them with any support or make any adaptations to their differences

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Cultural Competence :
**See the difference, understand the difference
that difference makes.**

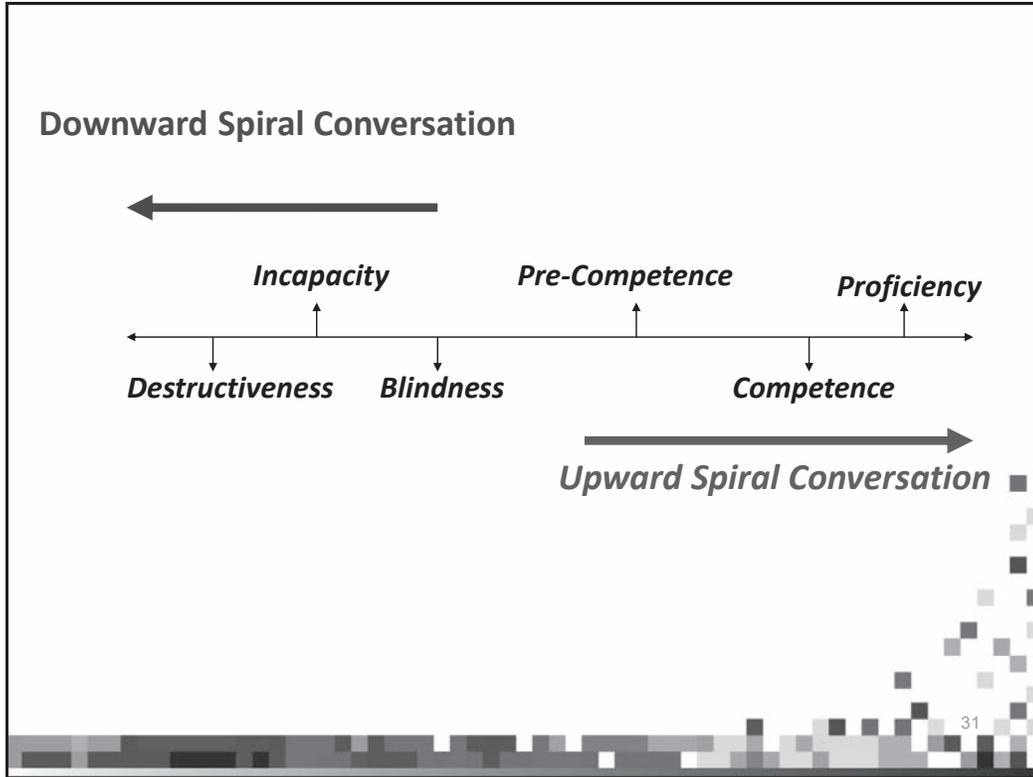
- awareness of the limitations of one's skills and/or an organization's practices
- incorporate appropriate behaviour in performance appraisals, advocate for changes in policies, practices, and behaviours
 - e.g., performance standards for culturally appropriate behaviour

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Cultural Proficiency:
**See the difference and respond positively
and affirmingly.**

- a way of being; an open and inclusive learning organization that also has a strong core culture that is clearly articulated by all
 - e.g., policies and practices (organization) and values and beliefs (individual)

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Cultural Proficiency helps us to move

FROM TOLERANCE FOR DIVERSITY
Destructiveness - Blindness

TO TRANSFORMATION FOR EQUITY
Precompetence - Proficiency

- focus on “them” and their inadequacies
- tolerate, assimilate, acculturate
- demographics viewed as challenge
- prevent, mitigate, avoid cultural dissonance and conflict
- stakeholders expect or help others to assimilate
- information added to existing policies, procedures, practices
- the focus on “us” and our practices
- esteem, respect, adapt
- demographics inform policy and practice
- manage, leverage, facilitate conflict
- stakeholders adapt to meet needs of others
- information integrated into policies, procedures, practices

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Scenarios Activity

- Cultural proficiency provides a process for self-reflection, organizational analysis, and problem solving.
 - Your table group has been provided with a scenario to work through using the elements of cultural proficiency or the cultural proficiency continuum. Develop a response to share with the full group.
 - As you work to resolve the scenario, be sure to consider the specific context/situation in which the situation thrives.

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“In-Basket” Activity

- Cultural proficiency provides a process for self-reflection, organizational analysis, and problem solving.
 - In your table groups, brainstorm a problem you agree upon as a group to work through using the elements of cultural proficiency or the cultural proficiency continuum. Develop a response to share with the full group.
 - As you work through the problem, be sure to consider the specific context/situation in which the problem thrives

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Where to from here?

- What are the themes emerging from the “Perceived Barriers” activity?
 - What can you apply from today’s experiences to address any of the identified barriers?
- What are some actions that can be accomplished on Monday? In four Mondays from here? And so on.

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Cultural Proficiency Resources (ALR)

- ***Culturally Proficient Instruction: A Guide for People Who Teach*** (2006) Second Edition, by Kikanza Nuri Robins, Randall B. Lindsey, Delores B. Lindsey, and Raymond D. Terrell
- ***Cultural Proficiency: A Manual for School Leaders*** (2003) Second Edition, by Randall B. Lindsey, Kikanza Nuri Robins, and Raymond D. Terrell

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