

CROSS CULTURAL COMPETENCE CONTINUUM

Understanding the cultures of the youth we serve requires more than words and good intentions. The journey toward cultural competence requires the willingness to experience, learn from those experiences and act. (Jerome H. Hanley)

The most important ingredient in cultural competence is self knowledge. (Dr. Wade Nobles)



LEARNING TARGET

	Denial (Cultural destructiveness)	Defence (Cultural incapacity)	Minimization (Cultural blindness)	Acceptance (Cultural pre-competence)	Adaptation (Cultural competence)	Integration (Advanced cultural competence)
BELIEFS	<ul style="list-style-type: none"> - don't believe in cultural differences - believe that people who behave or look different don't know any better - tend to impose their own value system on others knowing that they are right and others confused 	<ul style="list-style-type: none"> - begin to realize that their value system is not absolute and are not happy about this - threatened by cultural differences - believe that other cultures are inferior, but know better than to impose their values - view other cultures in a negative fashion 	<ul style="list-style-type: none"> - trivialize differences - believe that differences though real do not matter - believe that as different as people are they are still more similar than different and assume that people share same values and beliefs 	<ul style="list-style-type: none"> - accept differences as legitimate and complex - accept the inevitability of other value system and behaviour norms, may find these hard to deal with but do not judge them and are not threatened by them - are tolerant and have a sympathetic attitude 	<ul style="list-style-type: none"> - value and celebrate cultural differences - willing and able to change their own behaviour to conform to different norms and able to empathize with people from a different culture - do not give up their birth culture's values but integrate aspects of other cultures into their belief system 	<ul style="list-style-type: none"> - believe that they can become different and still be themselves - become bicultural - effortlessly adjust to suit the culture of the people they are with
ACTIONS	<ul style="list-style-type: none"> - refuse to include cultural perspectives in their teaching - present one perspective as "the" perspective - make judgments about students and their families - depend solely on system programs to deal with cultural differences 	<ul style="list-style-type: none"> - complain about a multi-cultural approach to school programs - believe that multiculturalism waters down the curriculum - resent time spent learning about other cultures - would never want to teach in one of "those schools" 	<ul style="list-style-type: none"> - treat everybody the same and are proud of it - do not seek out resources that reflect cultural diversity - blame problems on students, rather than adapting to the needs of students - over simplify the complexity of culture and racial issues 	<ul style="list-style-type: none"> - integrate cultural perspectives, ie Métis unit - reflect on instructional practices and resources to determine effectiveness with students - posters and art reflect cultural diversity - may feel like there are no "cultural issues" in their school 	<ul style="list-style-type: none"> - a variety of perspectives and worldviews are presented and equally valued - will continually self-assess about cultural competence - will consult with and invite community members into their classrooms - explore issues of equity and social injustices within a spirit of inquiry - reach students from a position of strength - recognize diverse learning styles of students - see the whole person/child (heart, mind, body and spirit) - use formative assessment strategies to support students 	<ul style="list-style-type: none"> - comfortable participating in cultural and spiritual events - conduct action research to strengthen knowledge and understanding of cultural perspectives - parents and community help shape the learning program

Source: Lindsey, Randall B., Robins, Kikanza Nuri & Terrell, Raymond D. (2009) Culturally Proficiency A Manual for School Leaders. Thousand Oakes, CA: Corwin

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