



Developing Intercultural Responsiveness

Mia

December 7, 2017

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Equity Alliance MN



Welcome and Introductions

- Mary Bussman
- Paula O'Loughlin



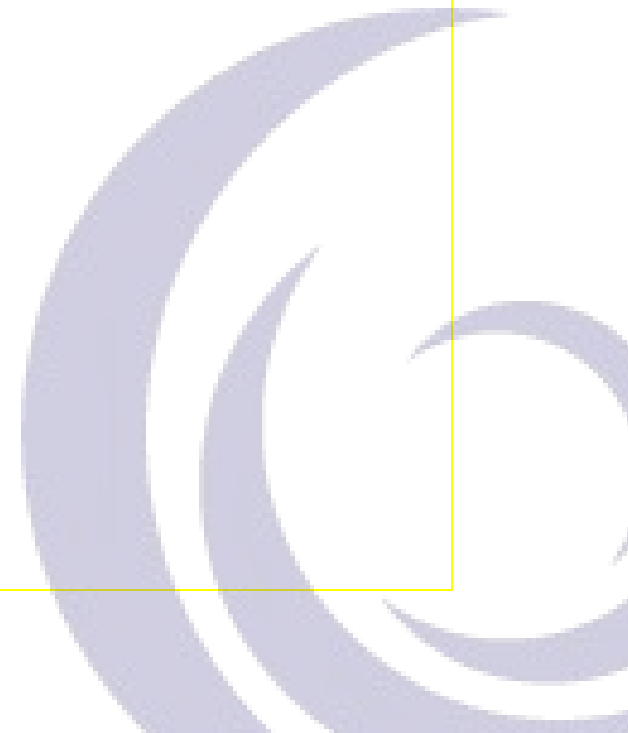
Session Objectives

- Increase knowledge of self, culture, and implicit bias
- Develop shared understanding of cultural responsiveness
- Connect cultural responsiveness to co-creating inclusive, welcoming environments
- Provide time for self-reflection & discussion



Introductions at Tables

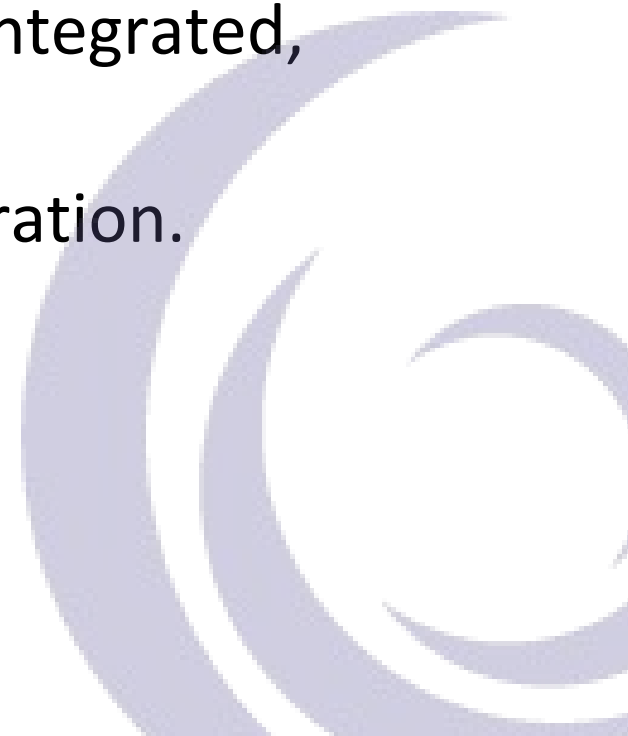
- Name
- Role
- Gathering question
 - What is your favorite space at Mia?



Equity Alliance MN Belief Statements

We believe that:

- Race and culture fundamentally shape and influence our core values, our thinking, our policies, and our practices.
- Excellence in education is achieved through equitable, integrated, and purposeful lifelong learning.
- Interdependence is achieved through authentic collaboration.



Agreements

- Accept and expect non-closure
- Assume positive intentions
- Agree to disagree & allow yourself to be challenged by sitting with discomfort
- Acknowledge your own expertise and acknowledge the need to learn from other's expertise
- Speak your own truth by using "I"
- Share your own story (not talking about others)





Thoughts and Questions

Use the post-it notes to write questions that you'd like us to address. We'll save some time at the end for discussion.

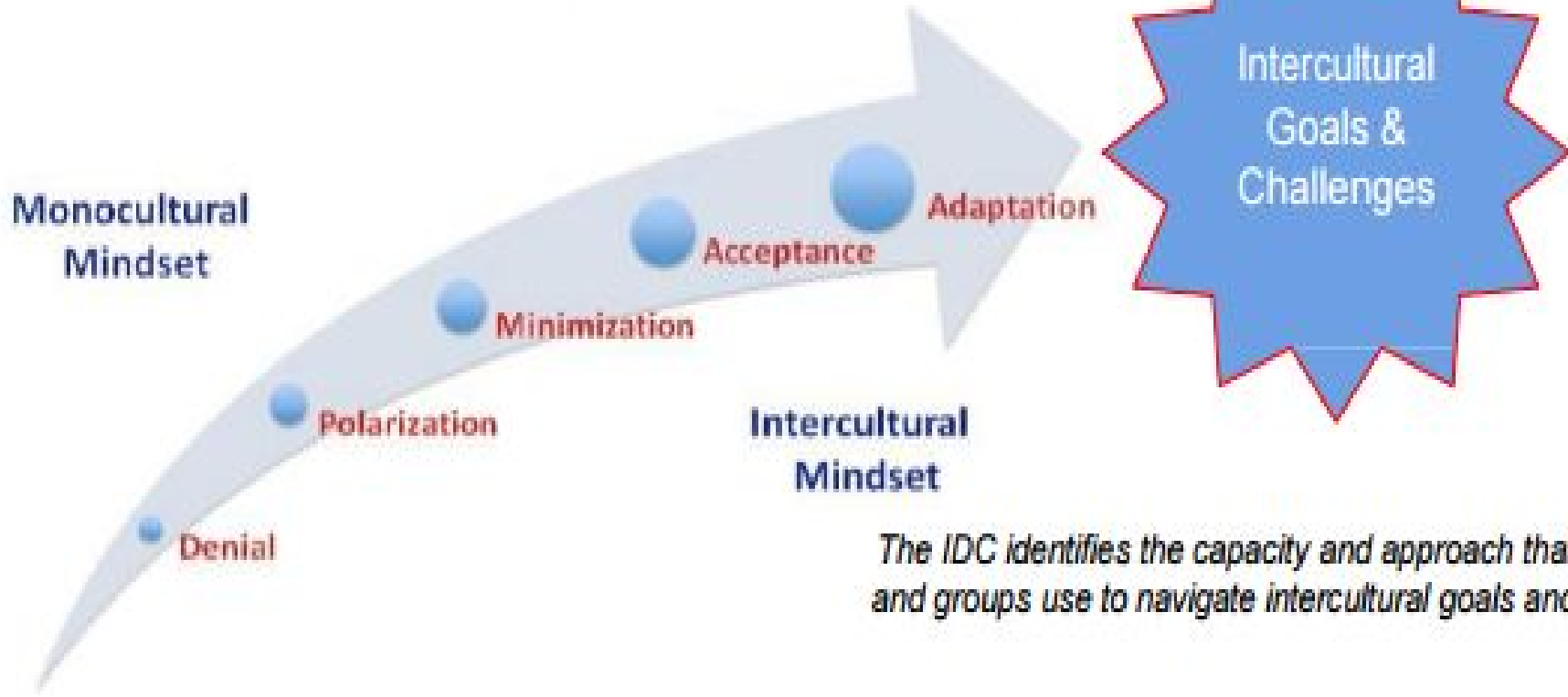


Framework for Learning

Learning about culture and race is dependent upon each individual's continuum of life experiences.



Intercultural Development Continuum



The IDC identifies the capacity and approach that individuals and groups use to navigate intercultural goals and challenges



Framework for Learning

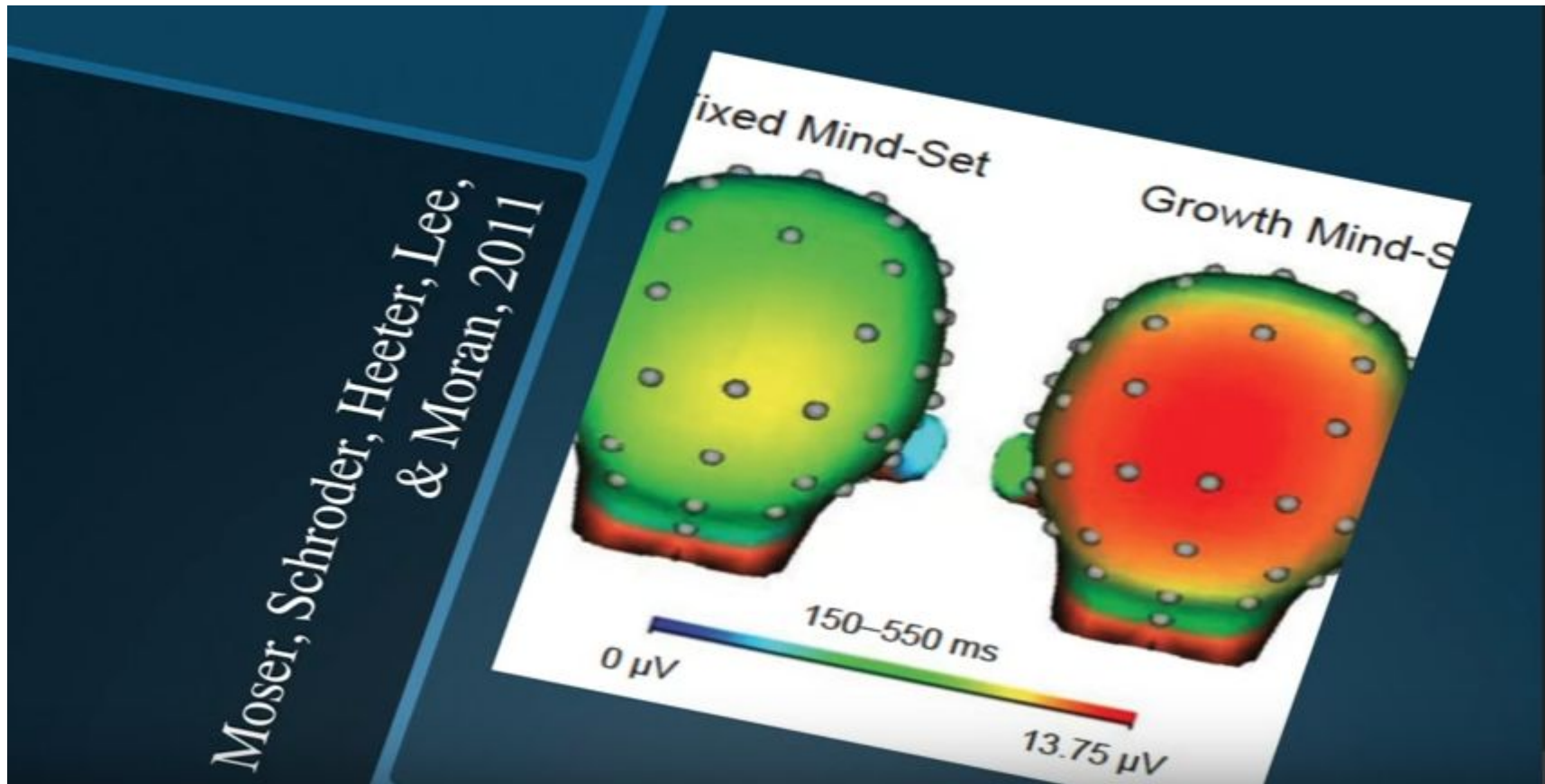
Continual growth in understanding and engaging in race and culture is enhanced with a growth mind-set.



Culturally Responsive Pedagogy



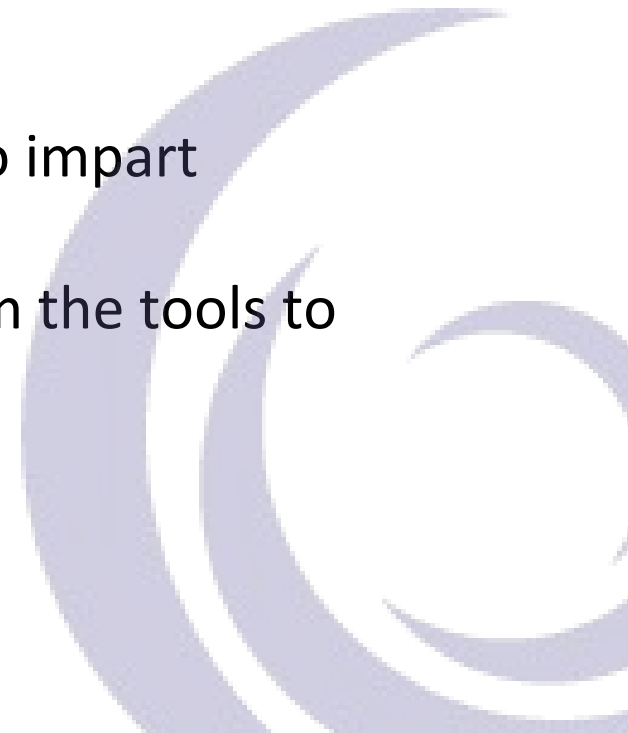
- Connection with Carol Dweck's mind-set work



Culturally Responsive Pedagogy



- Connection with [Carol Dweck's](#) Mind-set work
 - Fixed mind-set
 - Growth mind-set
- Teachers appear:
 - Fixed when view students as “finished products” employed to impart knowledge
 - Growth when they “tell students the truth and then give them the tools to close the gap” (Dweck, 2006)



Start with Me: What is My Culture and Why is it Important?



Let's Get to Know One Another

[Take a Seat, Make a Friend](#)



Knowing Myself to Know Others

Purpose: Place ourselves in our own cultural context.





Knowing Myself to Know Others

What do you enjoy most about being a docent?





Knowing Myself to Know Others

Was there someone who shared with you the love of the visual art?
Or, how was your love of the visual art developed?





Knowing Myself to Know Others

In your family growing up, how did conflict play out? How was it resolved?



What is Culture and Who Has It?

Culture Is:

- How we communicate, how we live our lives and the beliefs & values we hold
- Shared patterns that help us make meaning of our environment and determine appropriate behavior
- Our lived experiences and our learned behavior

Each one of us has our own culture and every space has a culture



Depths of Culture

[Hammond's Culture Tree](#)

(2015. Hammond, Zaretta. *Culturally Responsive Teaching The Brain*. SAGE. Thousand Oaks, CA.)



Components of our Cultural Selves

- Age
- Race
- Gender
- Orientation
- Religion
- Socio-economic status
- Political affiliation
- Relationship(s)
- Family role(s)
- Membership to organizations
- Profession
- Ethnicity
- Nationality
- Talents
- Etc.

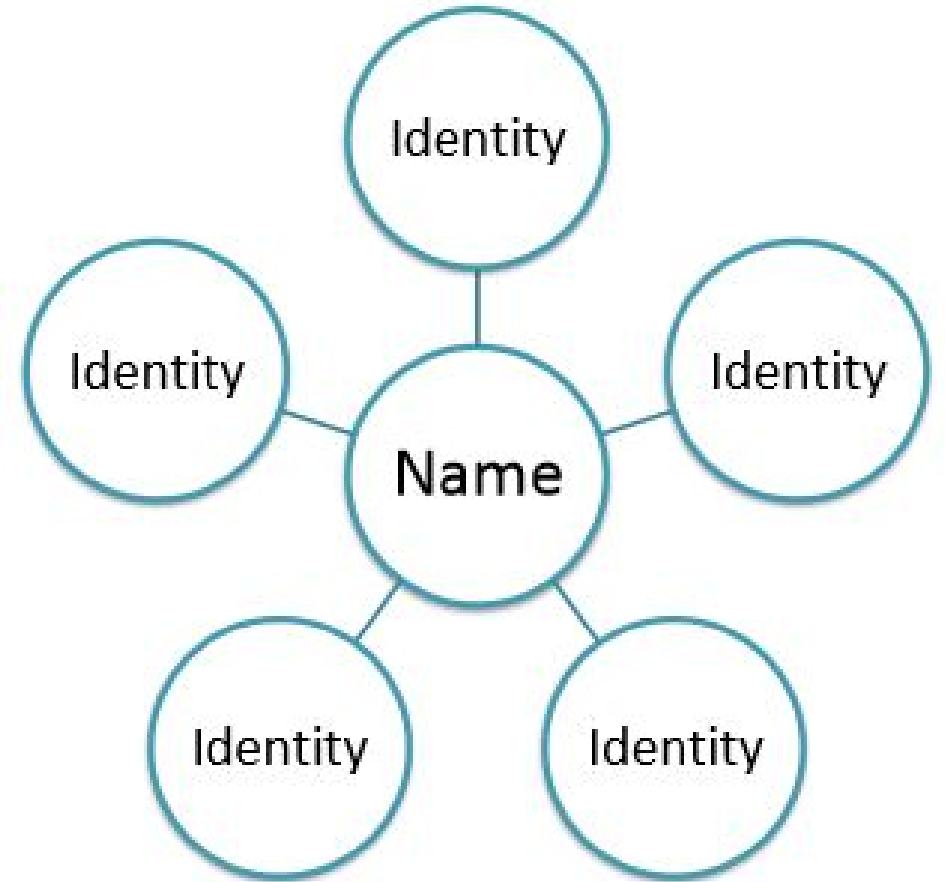


Critical Self-consciousness

What are five components of your identity that:

- are most important to you?
- describe who you are?
- you claim as your own?

Circles of My Cultural Self



Critical Self-Consciousness

- How well do we know our cultural selves?
- How did it feel for us to deny parts of our identity?
- What do we know of our guests? What assumptions might we make?
- What do we expect our guests to leave at the door?



What do we mean by Cultural Responsiveness?



Culturally Responsive Teaching

- Talk to a partner
 - What do you know about culturally responsive teaching?
 - How would you define or describe CRT?



Culturally Responsive Teaching

- Culturally responsive—term used most often in the literature
- Signifies action—school leaders and teachers “create school contexts and curriculum that responds effectively to the educational, social, political, and cultural needs of students.”
 - (Khalifa, Gooden & Davis (2016))



Cultural Responsive Teaching

1. Critical consciousness of **self**
2. Culturally responsive **pedagogy**
3. **Curriculum** is culturally responsive
4. **Inclusive** climate



Dimensions of Culture in the Classroom



Key Elements of Culture

1. Idea Exchange Rate—communication
2. View of Time
3. **Emotional Style—expressive and restrained**
4. Messaging—direct and indirect
5. View of Work—task and relationship
6. Locus of Control—impacts motivation
7. Individualism and Collectivism



Emotional Style

Restrained and Expressive



Restrained

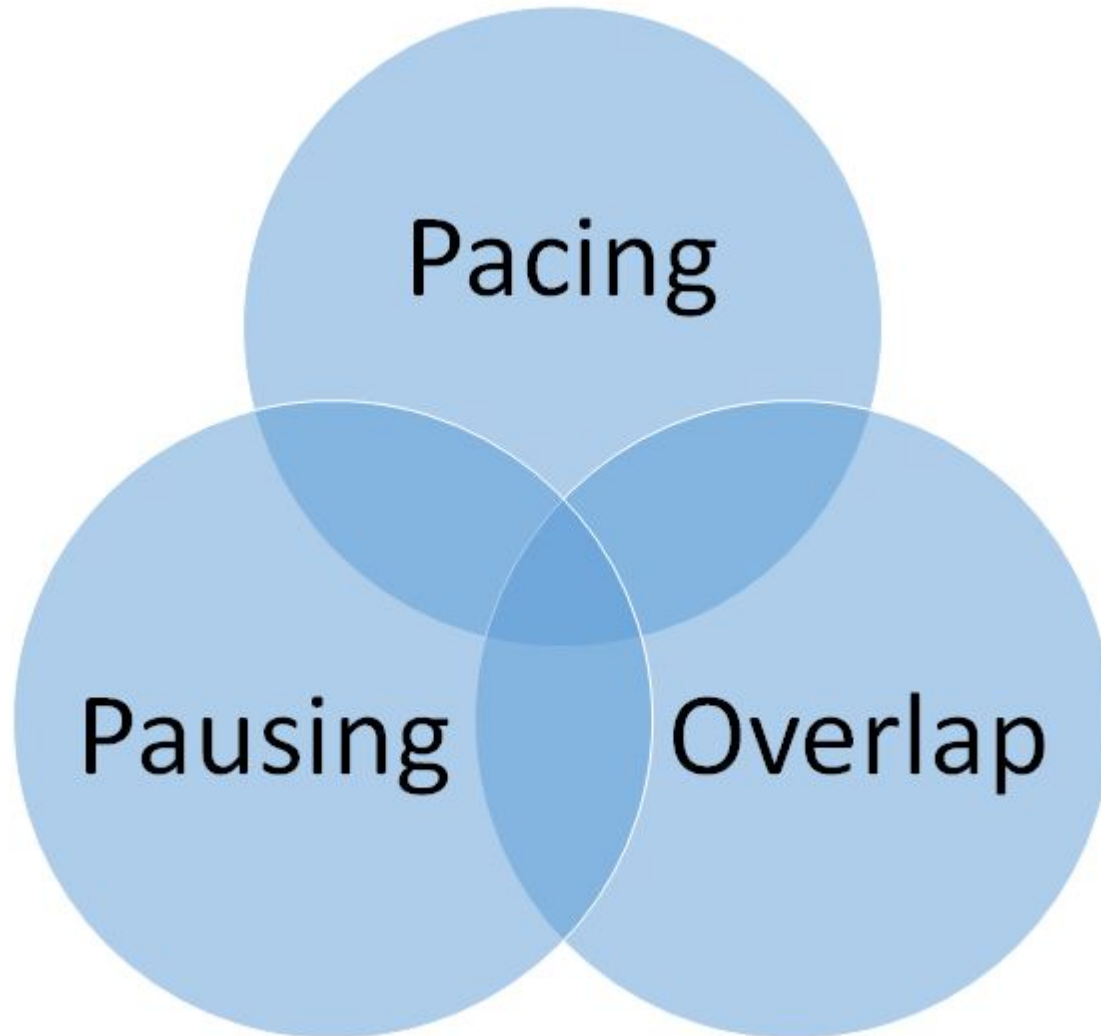
- Internalized Emotion
 - Minimal display
 - Constrained vocalization (monotone)
 - Hides feelings through nonverbal behavior (crossed arms, looking away)
- Sensitive to: attention for emotion or hurting the feelings of other
- Builds trust through emotional control
- Emotional suppression necessary for credibility

Expressive

- Externalized displays of emotion:
 - Overt
 - Varied vocalization
 - Display feelings with nonverbal behavior (facial expressions, hand gestures)
- Sensitive to: being asked to restrain own emotions
- Builds trust through emotional commitment
- Emotional information is necessary for credibility



Idea Exchange Rate



PACING

(respond within 1-2 seconds)



Practice Pacing

How do you start each tour? Do you ask questions to activate prior knowledge? Do you ask guests for input that informs the breadth and scope of the tour?



PAUSING

(count at least to 5 before you respond)



Practice Pausing

- What are your thoughts about censorship in the arts?



OVERLAPPING

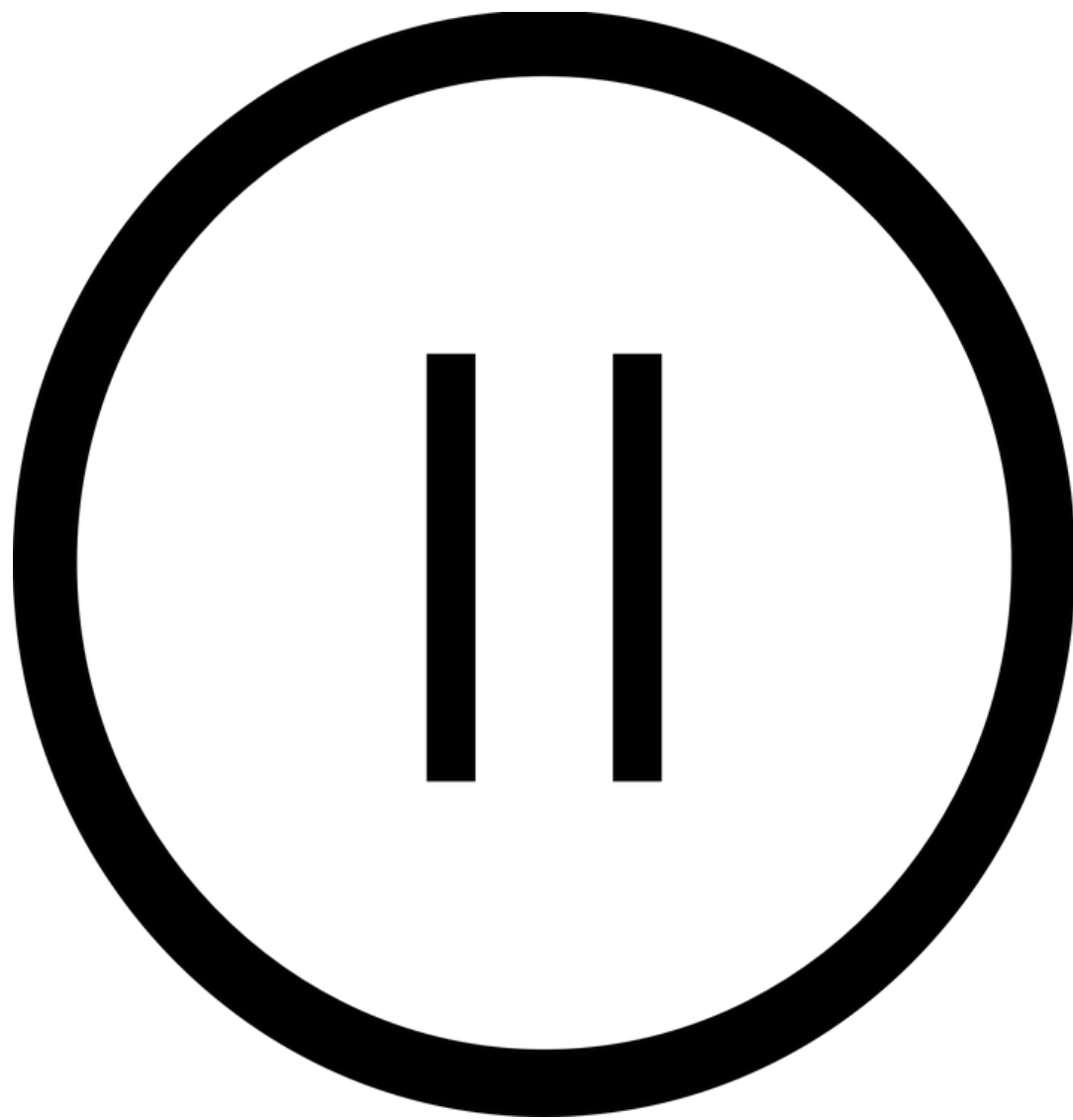
(begin before another is finished)



Practice Overlapping

Share a funny story you've experienced while providing a tour at Mia.





What is Bias?



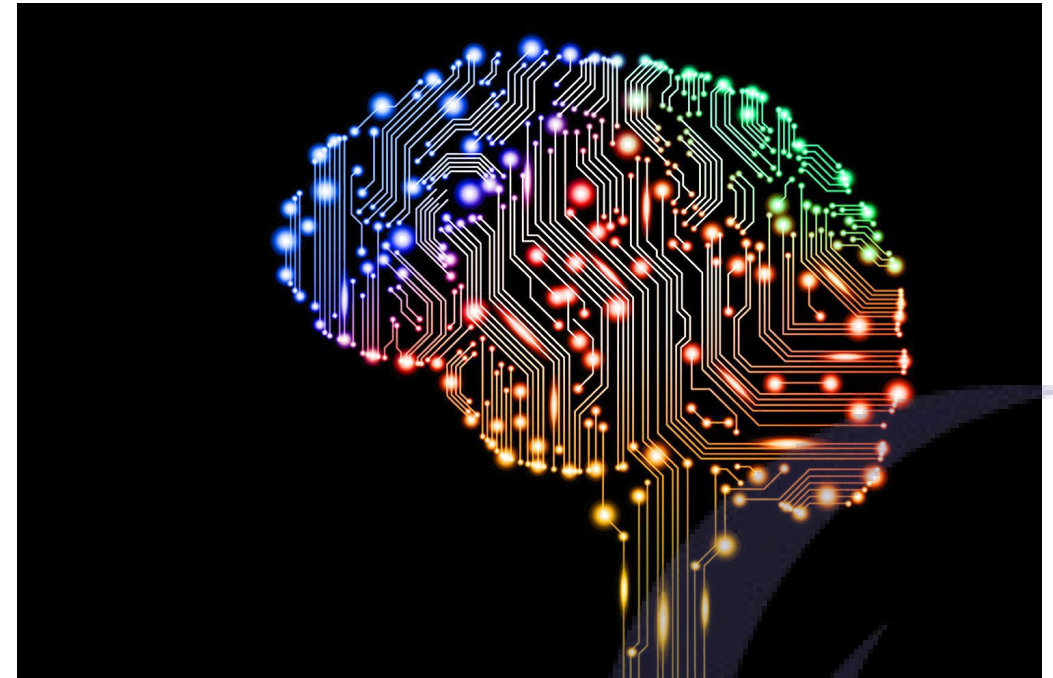
Implicit bias

Implicit Bias: Peanut Butter and Jelly

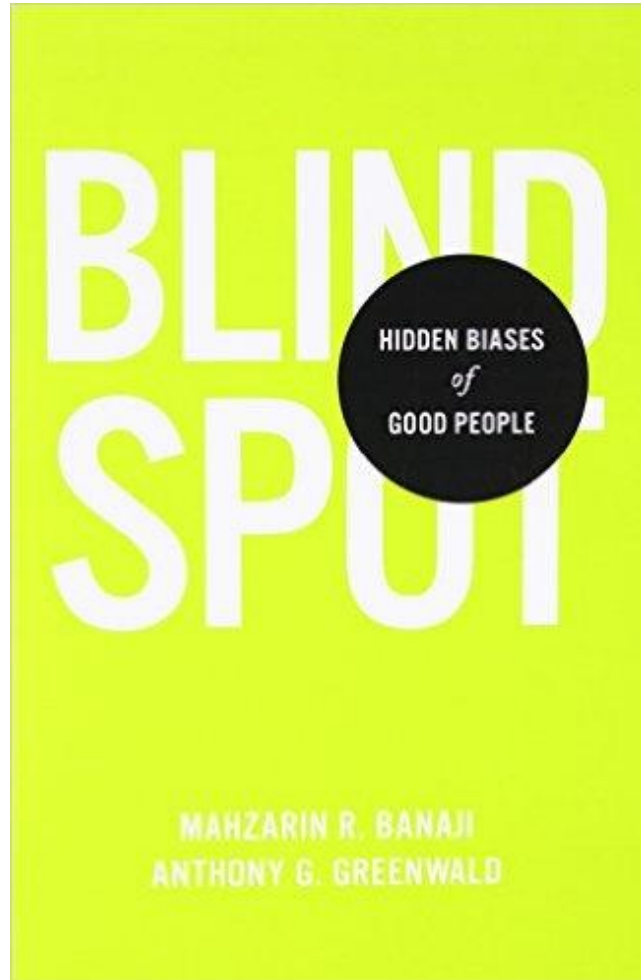


Critical Self-consciousness and Bias

"The mind is an automatic association-making machine. When it encounters any information--words, pictures, or even complex ideas--related information automatically comes to mind" (Banaji & Greenwald, 2013).



Critical Self-consciousness and Bias



- Mindbugs
 - **Social Mindbugs:** when we fail to see individuals as individuals, but as representatives of the social group to which we assume he or she belongs.



Implicit Bias Test

- *Project Implicit*
 - Founded in 1998
 - [Tony Greenwald](#) (*University of Washington*)
 - [Mahzarin Banaji](#) (*Harvard University*)
 - [Brian Nosek](#) (*University of Virginia*).
- <https://implicit.harvard.edu/implicit/selectatest.html>



What is Implicit Bias?

- In your words, how do you understand implicit bias?
- What did you hear?



What is Individual Bias?

- Favoritism or Prejudice
- Influence used in an unfair way
- Partiality that prevents objective consideration of an issue or situation
- An inclination to present or hold a partial perspective at the expense of (possibly equally valid) alternatives
- Interpreting and judging phenomena in terms particular to one's own culture
- Can be intentional or unintentional, conscious and unconscious

Implicit bias

- Babies prefer mother's voice after birth—spent 9 months hearing it.
- Children begin to show prejudice and stereotyping as early as 3 years old.
- Once learned, biases resist change even when evidence points to the contrary.
- The goal is to recognize our biases so that we can interrupt the behavior that accompanies them.

Conscious Bias or Implicit Bias?

- *Project Implicit*—Implicit Association Tests were developed by psychologists at Harvard, University of Virginia, and University of Washington—to measure unconscious bias.
- The ability to quickly categorize is a fundamental quality of the human mind.
- Humans form close attachments within their “in-group” and often fear or prejudice towards an “out-group”. Together, these two can be the foundation of stereotypes, prejudice, and lead to discrimination.

Constructivist Listening Purposes

1. It is valuable for us to be listened to as we inquire into emotional and intellectual demands of challenging inequity.

2. “ Constructivist Listening” structures can serve as a practice space for the deep listening necessary to sustain our alliances across race, class, gender, language and other forms of difference.

- <http://schoolreforminitiative.org/doc/dyad.pdf>



Guidelines for Constructivist Listening

1. Each person is given equal time to talk. (Everyone deserves to be listened to.)
2. The listener does not interpret, paraphrase, analyze, give advice, or break in with a personal story. (People can solve their own problems.)
3. Confidentiality is maintained. (People need to know they can be completely authentic.)
4. The speaker does not criticize or complain about a listener(s) or about mutual colleagues during their time to talk. (A person cannot listen well when she/he is feeling attacked or defensive.)



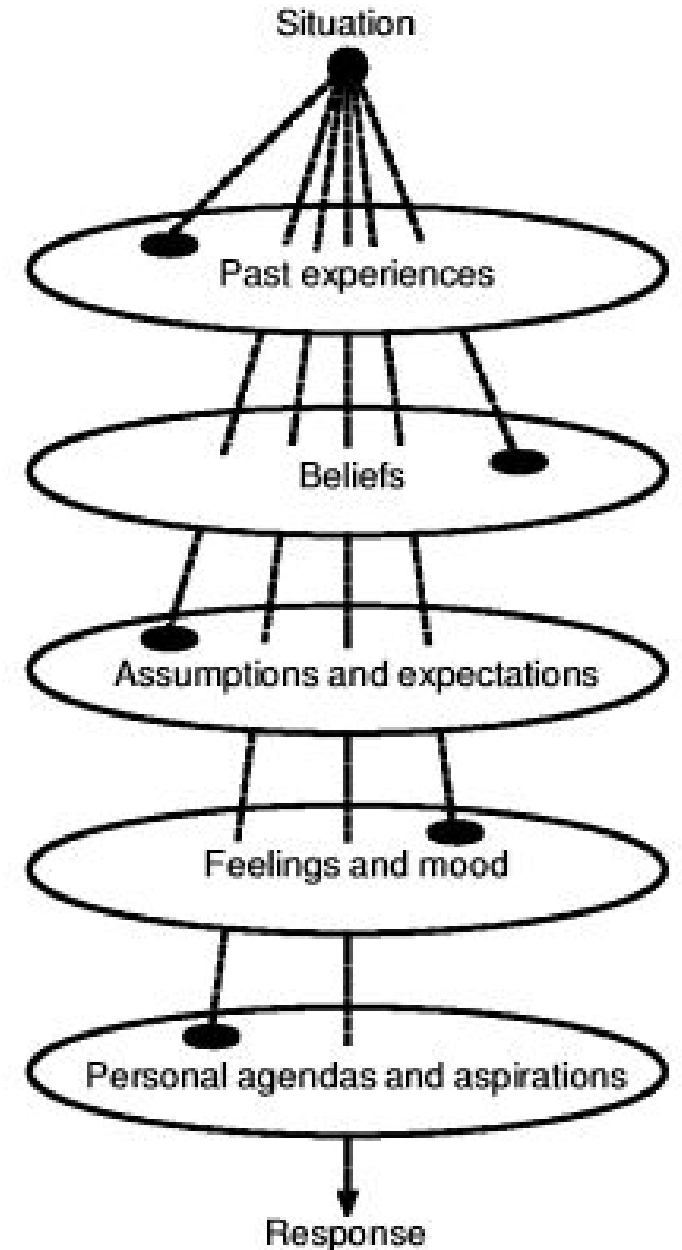
Considering Bias

- Was there a time when you became aware of your implicit bias? How did that show up? Did it impact your decisions, conversations, interactions?
- Think about your own cultural/racial/ethnic group. How do you see yourself reflected in the media including representation in movies, television, magazines and news coverage?

Critical Self-consciousness and Bias

“Beliefs about students' capacity and willingness to learn, assumptions about the behavior of students, especially those from different ethnic and social backgrounds, and expectations formulated on the basis of our own value system can potentially be sources for responding inappropriately to students.”

Barbara Larrivee (2000)



Becoming Aware of Implicit Bias

- When do you get exasperated?
- What do you avoid?
- When do you hear yourself say, “If only they would....”
 - From whose cultural values are you operating?
 - Do those values match your community members’ values?
 - If not, how will you navigate the differences? Where do you have room to maneuver within the system right now?



Implicit bias

We see what we are conditioned to see.

[Awareness Test](#)



Culturally Responsive Pedagogy

<http://www.georgeellalyon.com/where.html>



Time for Reflection

- What resonated most with you and why?
- What would you like to learn more about?
- What questions do you still have?

Questions or Comments?

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