

# **CROSS CULTURAL COMPETENCE IN THE SCHOOLS:**

**IT BEGINS WITH YOU!**



**Joelle A. Murchison**

**WE ALL MAKE LOTS OF ASSUMPTIONS.**

# AS A RESULT, WE OFTEN....

- **STEREOTYPE**
- **DISCRIMINATE**
- **IGNORE**
- **DENY**
- **HURT OTHERS**
- **MISS OUT**

**WE DON'T KNOW, WHAT WE DON'T KNOW!**

# THE WORLD, AS WE KNOW IT, HAS CHANGED!

- **ASIANS** ARE CURRENTLY ONE OF THE FASTEST GROWING ETHNIC GROUPS IN THE COUNTRY WITH THE HIGHEST INCOME AND LEVEL OF EDUCATION IN THE GENERAL POPULATION.
- **WOMEN** AND PEOPLE OF COLOR REPRESENT NEARLY 70% OF THE NET NEW WORKFORCE ENTRANTS SINCE 2008.
- **WOMEN** HAVE BEEN EARNING MORE BACHELOR'S DEGREES THAN MEN SINCE 1982, AND MORE MASTER'S DEGREES THAN MEN SINCE 1981.
- **WOMEN & MINORITY** OWNED BUSINESSES ARE A GROWING FORCE IN THE US ECONOMY .
- FOR THE FIRST TIME SINCE THE FOUNDING OF THE REPUBLIC, A MAJORITY OF PUBLIC SCHOOL K-12 PUPILS IN THE UNITED STATES ARE **STUDENTS OF COLOR**.

# **THE WORLD, IT'S ALREADY CHANGED!**

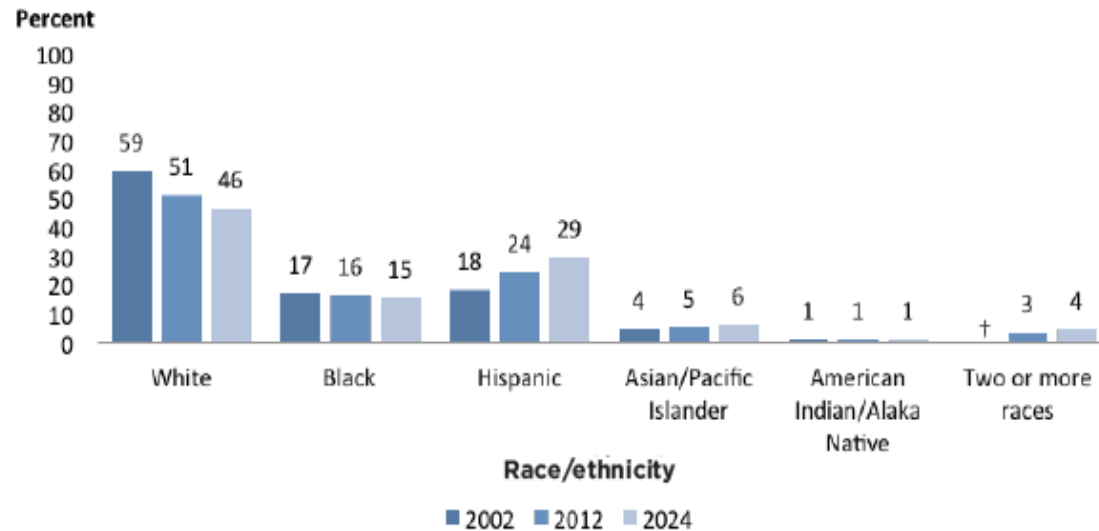
**BETWEEN 2000 AND 2010, THE HISPANIC POPULATION ALONE GREW BY 43 PERCENT, RISING FROM 35.3 MILLION IN 2000 TO 50.5 MILLION IN 2010.**

**THE RISE IN THE HISPANIC POPULATION ACCOUNTED FOR MORE THAN HALF OF THE 27.3 MILLION INCREASE IN THE TOTAL U.S. POPULATION.**

**BY 2010, HISPANICS COMPRISED 16 PERCENT OF THE TOTAL U.S. POPULATION OF 308.7 MILLION.**

# US PUBLIC EDUCATION STUDENT DEMOGRAPHICS

Figure 1. Percentage distribution of students enrolled in public elementary and secondary schools, by race/ethnicity: Fall 2002, 2012, and 2024



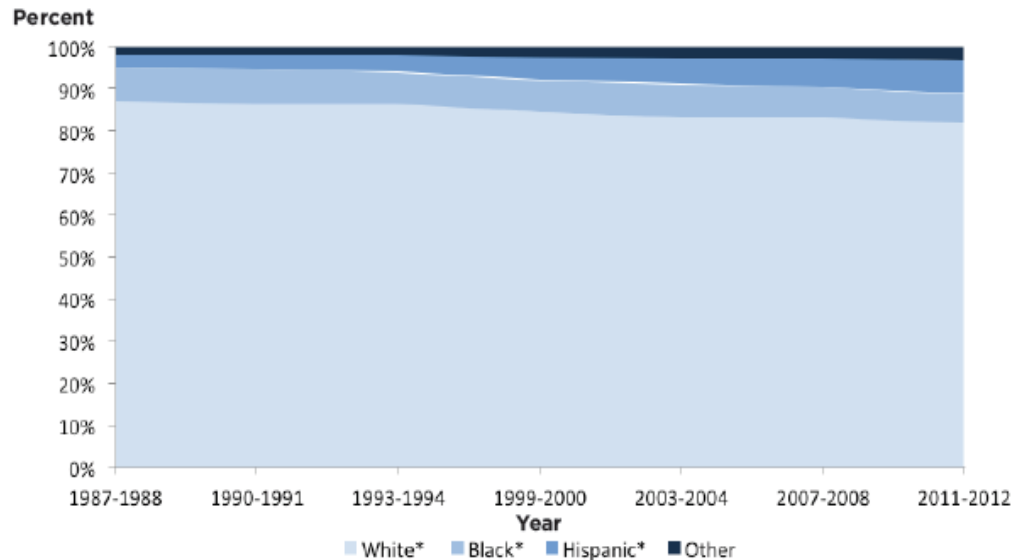
† Not applicable.

**NOTE:** Prior to 2008, separate data on students of two or more races were not collected. Detail may not sum to totals because of rounding. Data for 2024 are projected.

**SOURCES:** U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2002-03 and 2012-13; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2024. See Digest of Education Statistics 2014, Table 203.50. available at [http://nces.ed.gov/programs/coe/indicator\\_cge.asp](http://nces.ed.gov/programs/coe/indicator_cge.asp)

# US PUBLIC EDUCATION TEACHER DEMOGRAPHICS

**Figure 2. Percentage distribution of teachers in public elementary and secondary schools, by race/ethnicity: Selected years, 1987-88 through 2011-12**



\*Data for years 1987-88 through 1999-2000 are only roughly comparable to data for later years, because the new category of two or more races was introduced in 2003-04.

**NOTE:** Excludes prekindergarten teachers. Data are based on a head count of full-time and part-time teachers rather than on the number of full-time-equivalent teachers reported in other tables. The detail may not sum to totals because of rounding, missing data, and cell suppression. Race categories exclude persons of Hispanic ethnicity. The Other category represents the sum of Asian, Pacific Islander, American Indian or Alaska Native, and Two or more races.

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1987-88 through 2011-12. See Digest of Education Statistics 2013, Table 209.10, Number and percentage distribution of teachers in public and private elementary and secondary schools, by selected teacher characteristics: Selected years, 1987-88 through 2011-12, available at [https://nces.ed.gov/programs/digest/d13/tables/dt13\\_209.10.asp](https://nces.ed.gov/programs/digest/d13/tables/dt13_209.10.asp)



# SO WHAT?

**RESEARCHERS HAVE DOCUMENTED THAT STUDENTS' EXPOSURE TO OTHER STUDENTS WHO ARE DIFFERENT FROM THEMSELVES AND THE NOVEL IDEAS AND CHALLENGES THAT SUCH EXPOSURE BRINGS LEADS TO **IMPROVED COGNITIVE SKILLS, INCLUDING CRITICAL THINKING AND PROBLEM SOLVING.**"**



# SO WHAT?

**STUDENTS CAN LEARN BETTER HOW TO NAVIGATE ADULTHOOD IN AN INCREASINGLY DIVERSE SOCIETY—A SKILL THAT EMPLOYERS VALUE—IF THEY ATTEND DIVERSE SCHOOLS.**

**NINETY-SIX PERCENT OF MAJOR EMPLOYERS,, SAY IT IS “IMPORTANT” THAT EMPLOYEES BE “COMFORTABLE WORKING WITH COLLEAGUES, CUSTOMERS, AND/OR CLIENTS FROM DIVERSE CULTURAL BACKGROUNDS.”**



# **INTELIGENCIA CULTURAL ES MUY IMPORTANTE!**

**Business is conducted all across the world and technology allows people to be connected effortlessly.**

**Understanding cultural differences is critical to attracting people to your products and services.**



**WE ALL PRACTICE....**

**SIMILARITY BIAS.**

**WE LIKE TO BE AROUND PEOPLE WHO ARE LIKE US.**

**WE ARE MORE COMFORTABLE AROUND PEOPLE WHO ARE AROUND US.**

**IMPLICIT BIAS IS...**

**ATTITUDES OR STEREOTYPES**

**THAT AFFECT OUR UNDERSTANDING, ACTIONS, AND DECISIONS**

**IN AN UNCONSCIOUS MANNER.**

# A FEW KEY CHARACTERISTICS OF IMPLICIT BIASES

- **IMPLICIT BIASES ARE PERVASIVE.** EVERYONE POSSESSES THEM, EVEN PEOPLE WITH AVOWED COMMITMENTS TO IMPARTIALITY SUCH AS JUDGES.
- **IMPLICIT AND EXPLICIT BIASES ARE RELATED BUT DISTINCT MENTAL CONSTRUCTS.** THEY ARE NOT MUTUALLY EXCLUSIVE AND MAY EVEN REINFORCE EACH OTHER.
- **THE IMPLICIT ASSOCIATIONS WE HOLD DO NOT NECESSARILY ALIGN WITH OUR DECLARED BELIEFS OR EVEN REFLECT STANCES WE WOULD EXPLICITLY ENDORSE.**
- **WE GENERALLY TEND TO HOLD IMPLICIT BIASES THAT FAVOR OUR OWN INGROUP,** THOUGH RESEARCH HAS SHOWN THAT WE CAN STILL HOLD IMPLICIT BIASES AGAINST OUR INGROUP.
- **IMPLICIT BIASES ARE MALLEABLE.** OUR BRAINS ARE INCREDIBLY COMPLEX, AND THE IMPLICIT ASSOCIATIONS THAT WE HAVE FORMED CAN BE GRADUALLY UNLEARNED THROUGH A VARIETY OF DEBIASING TECHNIQUES.

**IMPLICIT BIAS, IN OUR DECISION MAKING...**

**CAN CHANGE THE COURSE OF A STUDENT'S LIFE!**

# IT'S OUR PARENTS AND THE MEDIA'S FAULT!

- **WHAT EXISTS IN OUR SUBCONSCIOUS CAUSES US TO HAVE FEELINGS AND ATTITUDES ABOUT PEOPLE BASED ON CHARACTERISTICS SUCH AS RACE, ETHNICITY, AGE, AND APPEARANCE.**
- **THESE BIASES ARE DEVELOPED OVER THE COURSE OF A **LIFETIME** BEGINNING AT A VERY EARLY AGE THROUGH EXPOSURE TO DIRECT AND INDIRECT MESSAGES.**
- **IN ADDITION TO EARLY LIFE EXPERIENCES, THE MEDIA AND NEWS PROGRAMMING ARE OFTEN-CITED ORIGINS OF IMPLICIT ASSOCIATIONS.**



**THIS IS WHY WE NEED TO BE  
CULTURALLY COMPETENT TO FIGHT THE  
BIAS LIVING INSIDE OF OUR HEADS.**

**We can fight this bias in our schools!**

# WHAT IS CULTURAL COMPETENCE?

- **CULTURAL COMPETENCE REFERS TO AN ABILITY TO INTERACT EFFECTIVELY WITH PEOPLE OF DIFFERENT CULTURES AND SOCIO-ECONOMIC BACKGROUNDS.**

# COMPONENTS OF CULTURAL COMPETENCE

**Awareness of  
one's own  
cultural  
worldview**

**Attitude towards  
cultural  
differences**

**Knowledge of  
different cultural  
practices and  
other worldviews**

**Cross-cultural  
skills**

# AN EXAMPLE OF CULTURAL MEANING AND IMPACT

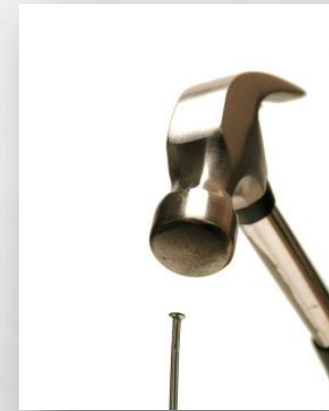
## A WESTERN PROVERB

**A SQUEAKY WHEEL GETS THE OIL.**



## A JAPANESE PROVERB

**THE NAIL THAT STANDS OUT GETS HAMMERED DOWN.**



# HEWITT'S STAGES OF CROSS-CULTURAL COMPETENCE

Stage	Description
I	Demonstrates an understanding of the definition and aspects of culture. Seeks to understand own culture and perspective, how it differs from others, and <i>how culture and perspective can impact interactions</i> with coworkers, customers, clients and others
II	<b>Manages own biases and stereotypes and accepts cultural differences</b> in styles, behaviors, beliefs and worldviews. Reaches out to others with different backgrounds, perspectives, styles and/or opinions to achieve optimal business results.
III	<b>Incorporates the diverse perspectives and talents of others</b> to accomplish objectives, and constructively addresses situations in which cultural differences are overlooked or not respected.
IV	Builds a cross culturally competent organization by developing and supporting systems and processes that <b>optimize the value of diverse cultures</b> , background, skills, perspectives and ideas.

# **THE *CULTURALLY COMPETENT* PUBLIC SCHOOL LEADER**

**Understands and values inclusion**

**Acknowledges their own biases**

**Understands the community, its demographics and their changing needs**

**Acts as a role model – leads the way**

**Builds and leverages a diverse team**

**Demonstrates cultural competence – continuous learning**

**SO HOW DO WE GET  
THERE?**

**CUE UP THE PANEL!**



***KATE GERVAIS, DIRECTOR, THE DISCOVERY CENTER***  
***MICHELLE PINGINCE, EDUCATION DIRECTOR, CONNECTICUT REGION***  
***ANTI-DEFAMATION LEAGUE***  
***MICHELE STEWART-COPES, MS, MSW CO-PRINCIPAL, HEALTH & EQUITY LLC***

**EXPERT PANEL**

