Culturally Competent Pedagogy: Inclusiveness that Extends beyond Diversity

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Deconstruct the differences between diversity and culturally competent inclusiveness

Define culturally competent pedagogy and highlight it as a method of inclusivity

Engage in culturally competent pedagogy through self-assessment

Provide interactive examples of engaging in culturally competent pedagogy and how it may be actualized by participants
Introductions

- Please share the following in the box
  - Your Department
  - Why you selected this workshop
How would you define cultural competence?
Diversity within the Institution is...

- The state or fact of being different
  - Unlike the ‘norm/majority’

- The presence of individuals representing more than one national origin, color, religion, socioeconomic stratum, sexual orientation, etc...
Diversity

- Quickly quantified; reduced to the presence of....
- Recognition of difference to mainstream cultures
- End game of numbers/tolerance

Cultural Competence

- Process of qualitatively understanding individuals
- Systemic evaluation of institutional practices
- End game of cultural inclusion
Cultural Competence is...

● “A **process** by which individuals and systems respond respectfully and effectively to people of all cultures...races, ...religions and other diversity factors in a manner that recognizes, affirms, and values their [inherent] worth [and dignity]” (NASW, 2001).

● Considers **power** dynamics which is “The ability to influence, control, and dominate resources and access to resources” (Johnson, 2006).
Cultural Competence is also...

- Considers individual and institutional **privilege**
  - “When one group has something of value that is denied to others simply because of the groups we belong to, rather than because of anything they’ve done or failed to do” (Johnson, 2006).
A recognition of the connection between power, privilege, and **oppression**

“A relationship in which the dominant [privileged] group **benefits** from the systemic abuse, exploitation, and **injustice directed at a subordinate group**” (Ore, 2014).
Continuum of Cultural Competency

Cultural Competence
- explore cultural issues, are committed, assess needs of organization and individuals
- differences ignored, “treat everyone the same”, only meet needs of dominant groups
- racism, maintain stereotypes, unfair hiring practices

Cultural Pre-Competence
- implement changes to improve services based upon cultural needs
- recognize individual & cultural differences, seek advice from diverse groups, hire culturally unbiased staff

Cultural Blindness
- Cultural Incapacity
- Cultural Destructiveness

(Substance Abuse Mental Health Services Administration, n.d.)
CULTURAL COMPETENCE CONTINUUM

(Furrey, 2007).
I make a conscious effort [use my power] to destroy cultures that are different from my own or from what I think will work best for others.

“We are all that is important.”

I am unwilling to be useful or helpful to other cultures.

……“We take care of our own.”

(Cross, Bazron, Dennis, & Issacs, 1989).
CULTURAL BLINDNESS

I believe that culture/color and dimensions of diversity are unimportant.

……“All people are the same.”

Cultural Pre-competence

I realize that my responses to cultural difference are more often than not culturally destructive and I am trying to understand how to respond culturally competently/proficiently.

(Cross, et al., 1989).
Cultural competence is characterized by a commitment to social and economic justice.

Cultural Proficiency

I hold culture in high esteem and that it is my organizing frame of reference and the foundation by which I understand relationships between individuals, groups, organizations, systems, etc.

(Cross, et al., 1989).
RESPONSIBILITY AND CHALLENGES OF CULTURAL COMPETENCE

THOROUGH SELF-REFLECTION

DEVELOPMENT OF AND ENGAGEMENT IN AUTHENTIC CROSS-CULTURAL RELATIONSHIPS

RESISTING INEQUALITY OF THE CURRENT POWER HIERARCHY
RESPONSIBILITY AND CHALLENGES OF CULTURAL COMPETENCE

It is often an uncomfortable process

Recognition of our contribution to the marginalization of culturally diverse populations

Engaging in an evaluation of both individual and systemic practices
“Empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (Ladson-Billings, 1995, p. 18).

Also called culturally relevant pedagogy, cultural responsiveness, cultural congruence, and cultural appropriateness (Saint-Hilaire, 2014).
Valuing Diversity. Accepting and respecting differences—different cultural backgrounds and customs, different ways of communicating, and different traditions and values.

Being Culturally Self-Aware. Culture—the sum total of an individual's experiences, knowledge, skills, beliefs, values, and interests—shapes educators' sense of who they are and where they fit in their family, school, community, and society. (National Education Association, n.d.)
Dynamics of Difference. Knowing what can go wrong in cross-cultural communication and how to respond to these situations.

Knowledge of Students' Culture. Educators must have some base knowledge of their students' culture so that student behaviors can be understood in their proper cultural context. (National Education Association, n.d.)
Institutionalizing Cultural Knowledge and Adapting to Diversity:

• Culturally competent educators, and the institutions they work in, can take a step further by institutionalizing cultural knowledge so they can adapt to diversity and better serve diverse populations. (National Education Association, n.d.)
IDENTIFYING BEST PRACTICES FOR INCLUSIVENESS IN HIGHER EDUCATION PEDAGOGY
REFERENCES


Substance Abuse Mental Health Services Administration (n.d.) Retrieved from www.samsha.gov