

“Excellence without equity is a hollow prize indeed...”

“ A school district that sends one-third of its students to the most prestigious universities, provides a mediocre education for another third, and has a one-third dropout rate is not an excellent school district...no matter how many National Merit Scholars it produces. “Excellence without equity is a hollow prize indeed.. but so is equity that only encourages mediocrity... “ As educational leaders, we have a responsibility to ensure a quality educational program for all of our students- even those who appear to be incapable of profiting from the offerings typically provided in the traditional school setting. If we adopt a philosophy of inclusion, our goal necessarily becomes one of seeking a variety of alternatives for the young people and adults we serve, for adopting standards that encourage and reward excellence in the context of equity, that promote alternatives and a variety of methods for demonstrating competence. Education for empowerment recognizes the importance of promoting excellence in others, for **only empowered people can truly empower others.**

...So also is equity that only encourages mediocrity...”

Visioning

Leadership Skills
for preparing our youth
for the
Culturally Pluralistic World
of the
21st Century

**“ If a man does not know to which port he is sailing,
No wind is favorable.”**

**Seneca
64AD**

Purposing

“...when an institution has a center of shared values...”

“...transforms it into a covenantal community...”

**Vail/Serglovani
University of Texas**

**Defining the Core Values that Shape the
Moral Culture of the Organization**

Core Values

- **Define the purpose of the organization**
 - **Unify the system**
 - **Define the ways that people think, feel, behave**
- **Broadcast a belief system that is deeply held/commonly shared**
- **Provide explicit benchmarks for evaluating behaviors**



Steps in the Process

- **Formulate the Vision**
 - **Model the Vision**
- **Enroll others in the Vision**

We need to BE the change we want

If we do not know what a person's journey is, it is difficult to understand their motivation, their priorities, their behaviors.

My Vision/Perspective

- Race/Ethnicity
- Culture of Oppression
- Culture of Poverty
- Advocate for the Underserved
- Parent of Adolescents

The Culturally Different: A Definition
*Those whose way of being
is different from that which the system rewards*

**Seeing the World
from the
Perspective of the Challenged Client**

Transforming schools from

**GOOD
to
GREAT**

**When you come to comfort the disturbed,
you often disturb the comfortable.**

Becoming a Transformational Leader

Themes to Address

- *Interpersonal Issues*
- *Institutional Issues*
- *Instructional Issues*

Viewing the World Through the Lens of Culture

Youth Culture

Cultures of Privilege and Poverty

Race and Ethnicity

Culture of Families

*There is no malice required for destroying those
who are different from us...*

Willing participants in a flawed system...

*“If you can show me how I can cling to that which is real to
me, while teaching me a way into the wider society, then and
only then will I drop my defenses and my hostility and I will
sing your praises and help you to make the desert bear fruit.”*

Ralph Ellison

Our Youth

Who Are They?

Factors That Shape Their Worlds

Today's Society

teaches them that:

- * *Play more fulfilling than work*
- * Self gratification more desirable than self control
 - * Emotions more trustworthy than reason
- * The “ Me “ is more important that the “ We”

Me Generation

Youth-Defined Rites of Passage

Premature Access to Information

Cornucopia Culture

Gap Between the Have and Have Nots

Video Culture

Might Makes Right

Challenged Families

Educators: Who are They?

What matters..

What happens when the door closes...

In a completely rational society, the best of us would aspire to be teachers
and the rest of us would have to settle for something less...

Because passing civilization along from one generation to the next
ought to be the highest honor and the greatest responsibility
that anyone can have...

Lee Iacocca

Categories of Educators

- Are “On the job retirees” (R.O.A.D.)
- Engage in routine, unexamined practices, resistant to external scrutiny and observation
- Engage in continuous reflection; satisfaction derived from the isolated classroom
- Are energized by critical scrutiny/make practice accessible to others

Caring ... *a moral imperative,
a social responsibility
and a pedagogical necessity.*”

“The teacher must genuinely believe in the intellectual potential
of these students and accept unequivocally their responsibility
to facilitate its realization without ignoring, demeaning or
neglecting their ethnic or cultural identities. They build toward
academic success from a basis of validation and strength.”

Geneva Gay

Achieving Excellence in the Context of Equity

Major Themes

Creating School Cultures of High Achievement

Winners and Losers

Strengths vs. Deficits

Mind Building vs. Mind Stuffing

Cultural Sensitivity and Cultural Competence

Self-Discipline vs. External Control

Families as Equal Status Partners

Three Categories of Students

- ∞ Those who anticipate success
- ∞ Those who anticipate failure
- ∞ Those who don't care about learning at all

Mind Building rather than Mind Stuffing

*“Every morning
we came to her carrying
new truths,
new facts,
new ideas,
cupped and sheltered
in our hands
like captured fireflies.”
John Steinbeck*

GOAL:
Developing
Habits of the Mind
that create lifelong learners, that teaches students **how to learn**
in the absence of instructors...

*Cultural Sensitivity and Cultural Competence
Prerequisites to Effective Leadership*

**DIVERSITY AND MULTICULTURALISM:
WHAT IT IS NOT? WHAT IT IS...**

What it is Not...

- Ignoring cultural differences
- Desegregation / proportional representation
- Isolated information about cultures
- Culturally relevant holidays

What it is...

- Celebration of difference
- Vision of the world through the lens of culture
- Empowerment of culture as a vehicle for service delivery
- Affirmation of strengths
- Survival skills socialization

Culturally Responsive Pedagogy

Interventions that take into consideration the socio-cultural backgrounds, world views, prior experiences, learning, behavioral and communication styles of the clients we serve to maximize their opportunities for success.

*“...because passing civilization along
from one generation to the next
ought to be
the highest honor
and the greatest responsibility
that anyone can have...”* *Lee Ioacca*

Whose civilization? **What** is civilization?
Not trivial questions

If you don't know from whence you came,
you cannot know where you are going...

African Proverb

Pretending we are colorblind
leads to our becoming

ColorMute

Mica Pollock

Culturally Relevant and Responsive Education

It is essential to give all students equal access to a culturally relevant and responsive standards-based curriculum and to employ practices and procedures that are consistent with the characteristics of the populations served. Cultural sensitivity and cultural competence are important skills required of those who are engaged in the education of the young people if all students are to reach their potential. When there is a mismatch between the characteristics and behaviors that young people bring to school and those required for success in the educational environment, it becomes difficult to ensure that they receive an education that allows them to profit from the services offered.

Cultural sensitivity requires educators **to be aware of and genuinely believe** in the intellectual potential of their students, to accept unequivocally their responsibility to teach all students without ignoring, demeaning, or neglecting their ethnic and cultural identities and to structure their services based on a strength rather than a deficit model. Cultural competence goes further in that it assumes that **educators have the prerequisite knowledge** about the characteristics of the diverse student populations served **and the skills** required to redesign teaching and learning to incorporate that knowledge into their work. Rather than ignoring or denying the existence of cultural influences on students behaviors and their own, the culturally competent educator uses this cultural knowledge to design teaching and learning environments and interventions.

How A Culturally Responsive School Environment Looks

A school-community that is culturally responsive is one where educators use the socio-cultural backgrounds, prior experiences, world views, and learning, behavioral and communication styles of students in all aspects of the teaching/learning process to maximize student success. In a culturally responsive school-community, it is evident that educators design curriculum and provide instruction that connects new tasks or concepts to prior knowledge and adjusts what and how students are treated and taught to meet their specific social and emotional needs and experiences. Not only is there an emphasis on the teacher as learner but there is evidence that the differences students bring are celebrated and students feel that their family, community, culture and way of being in the world is respected and valued.

Culturally relevant service delivery not only relates to children of color nor does it imply that only people of color can deliver quality instruction to diverse populations. Moreover, there is no “bag of tricks” available that defines the practices and procedures for educating young people from the various backgrounds represented in our schools. Cultural competence involves a dynamic internal pre-disposition that accepts the fact that students bring with them the cultural capital to be successful and the belief that we need to use those characteristics in designing appropriate learning environments.

If you control a man's thinking,
you don't have to worry about his actions.

If you determine what a man shall think,
you don't have to concern yourself
about what he will do.

If you make a man feel that he is justly an outcast,
you don't have to order him to the back door.

he will go without being told.

And if there is no back door,
his very nature will demand one..."

Carter G. Woodson

1933