

The Value of Cultural Responsiveness to Educational Leadership and the Role of Preparation Programs

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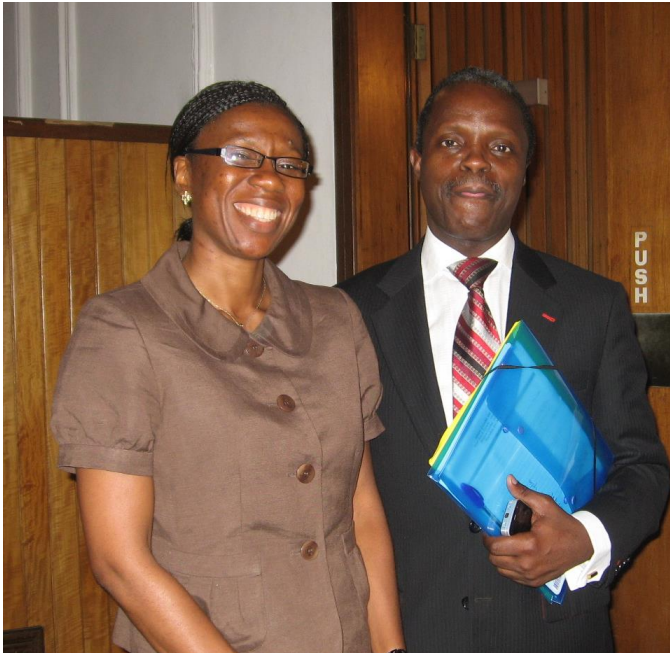
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GOAL OF TODAY'S TALK



- Define diversity
- Distinguish between cultural **competency** and cultural **responsiveness**
- Cultural responsiveness and **teacher preparation**
- Cultural responsiveness and **leadership in education**
- **Leadership assessment assignment**

Little Beginnings!



- Native of Lagos, Nigeria
- First Generation
- Alumni: OAU, Ife/IDS Sussex

“You are never too old to set a new goal or to dream a new dream”

- C. S. Lewis

Onward....Upward!

- Virginia Native
- First Generation
- Alumni: VCU/Nebraska/UNLV



Persistence: “Nothing in the world can take the place of persistence...persistence and determination alone are omnipotent”

- Calvin Coolidge 4

NOTABLE QUOTE

“This is America, where a white Catholic male Republican judge was murdered on his way to greet a Democratic Jewish woman member of Congress, who was his friend. Her life was saved initially by a 20-year old Mexican-American gay college student, and eventually by a Korean-American combat surgeon, all eulogized by our African American President.”

-Mark Shields, PBS

DEFINING DIVERSITY



- Broadly defined and can represent multiple aspects of human differences (race, ethnicity, age, gender, religion, sexual orientation, disability, etc.)
- Diversity = the study of how people are different from one another
 - Challenge with diversity: How to promote intergroup dialogue

DEFINING CULTURAL RESPONSIVENESS

- “Cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.”



National Center for Culturally Responsive Educational Systems (NCCREST)

- Ability to understand and consider the different cultural backgrounds of the people you teach, offer services to, etc.

EXPLAINING CULTURAL RESPONSIVENESS

Since culture and difference are essential to humanity, they should play a central role in teaching and learning. To ignore them is to assure that the human dignity and learning potential of ethnically, culturally, and racially diverse students are constrained or minimized

- Geneva Gay

DISTINGUISHING BETWEEN CULTURAL COMPETENCY AND RESPONSIVENESS

- Cultural **competency** – Knowing/being aware of difference
- Cultural **responsiveness** – What you do with the knowledge/how you use it to inform teaching practice

CULTURAL RESPONSIVENESS AND TEACHER PREPARATION

- Few authors provide details on what preparing teachers for what a culturally responsive classroom looks like in practice
- Fear and feelings of inadequacy by teachers and pre-service teachers to engage with issues of diversity
- Maybe difficult because of the various diversity issues to consider – ethnic, linguistic, religious, sexual, etc.
- No quality learning opportunities in teacher education programs for teachers to engage with the issue (homogenous groups)

CULTURAL RESPONSIVENESS AND LEADERSHIP IN EDUCATION

Khalifa, Gooden, and Davis (2016) noted that, “...the right leader will hold an understanding of the need to recruit and sustain culturally responsive teachers who are better prepared to work with poor children of color” (p. 1273)

CULTURAL RESPONSIVENESS AND LEADERSHIP IN EDUCATION (cont.)

Khalifa et al. (2016) identified four competencies:

1. Engage in Self-reflection
2. Develop Culturally Responsive Teachers
3. Promote Culturally Responsive Environment that is inclusive
4. Engage Stakeholders to promote inclusiveness

WHAT DID WE DO?

- Assess student leadership qualities based on intentional assignments on strengths and weaknesses as educational leaders
 - Reflective Writing
- Source of information: colleagues, managers, and supervisees
- Leadership styles: Communication Skills, Team Working, and Relationship Building

FINDINGS FROM THE LEADERSHIP ASSESSMENT ASSIGNMENT

Team Working

Supervisor: “Strong interpersonal skills and values the opinion of others”

Peer: “recognize strength & weakness of others”

Peer: “Equitable and inclusive and takes the time to listen to other/sometimes takes on too much to ensure the team succeeds”

Supervisee: “Strong collaborator and partner”

FINDINGS FROM THE LEADERSHIP ASSESSMENT ASSIGNMENT (cont.)

Relationship Building

Supervisor: “Value building relationship in team”

Peer: “Make a point to talk to everyone”

Supervisor: “Needs to be assertive as leader”

Peer: “Consistent, positive, genuine”

Supervisor: “Bridge-builder, thoughtful, and honest”

Peer & Supervisee: “provide harmony to group interactions”

FINDINGS FROM THE LEADERSHIP ASSESSMENT ASSIGNMENT (cont.)

Relationship Building

Supervisee: “Cares about everyone regardless of background or circumstances but sometimes negative reaction from those who do not do the same”

Supervisor, Peer & Supervisee: “ability to lead with integrity, compassion, and care for others” but needs to be more aware of the politics of bureaucracies”

Supervisee: “Attitude of treating others as equals and showing care for others”

Supervisee: “can enter any room and build relationship”

FINDINGS FROM THE LEADERSHIP ASSESSMENT ASSIGNMENT (cont.)

Communication

Supervisor, Peer & Supervisee:
“strong communicator and that I understand how to effectively communicate with others from a variety of backgrounds utilizing a variety of delivery methods ”

Supervisor: “Finds respectful ways to express concerns even in sensitive situations but needs to be more transparent with supervisees”

Supervisee: “Ability to listen as the most valuable communication skill and biggest strength”

Supervisee: “Communicates with all in an inclusive and supportive manner but needs to delegate more”

CONCLUSION

- It is important that leaders be attentive to current events
- What does cultural responsive leadership look like in practice
- What can you do about it (we must all take ownership of it)

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THANK YOU FOR YOUR TIME!



QUESTIONS AND THOUGHTS

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