UELC District 16 Pilot Fellowship

Session 8: *Continuing Intercultural Competencies in School Leadership*

5/15/2017

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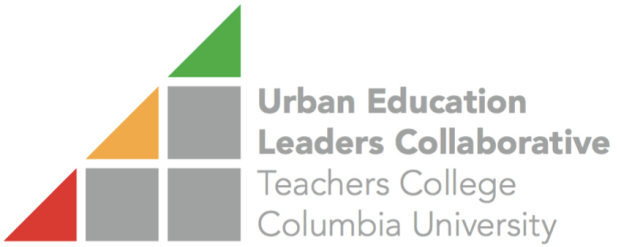

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Agenda

Continuing Intercultural Competencies in School Leadership

May 15, 2017

1. Morning Session: 10 am – 12:15 pm

- Connecting Back to March
- Setting Professional Goals Relating to Diversity, Inclusion, and Intercultural Competencies
- Beginning Intercultural Development Plans

2. Lunch: 12:15 pm – 1 pm

3. Afternoon Session: 1 pm – 2:15 pm

- My Defining Problem of Practice This Year
- Seeing and Reseeing My Theory of Action
- Naming My Leadership Assets & Impacts – Innovation and Promising Practices
- Lighting the Way for Others

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Learning Targets for Today

- ✓ Leaders will discuss and share promising practices and innovations and next steps in leadership.
- ✓ Leaders will discuss the impact of strong professional learning communities.
- ✓ Leaders will bridge the connection between intercultural competencies and leadership moves.

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Framing Questions

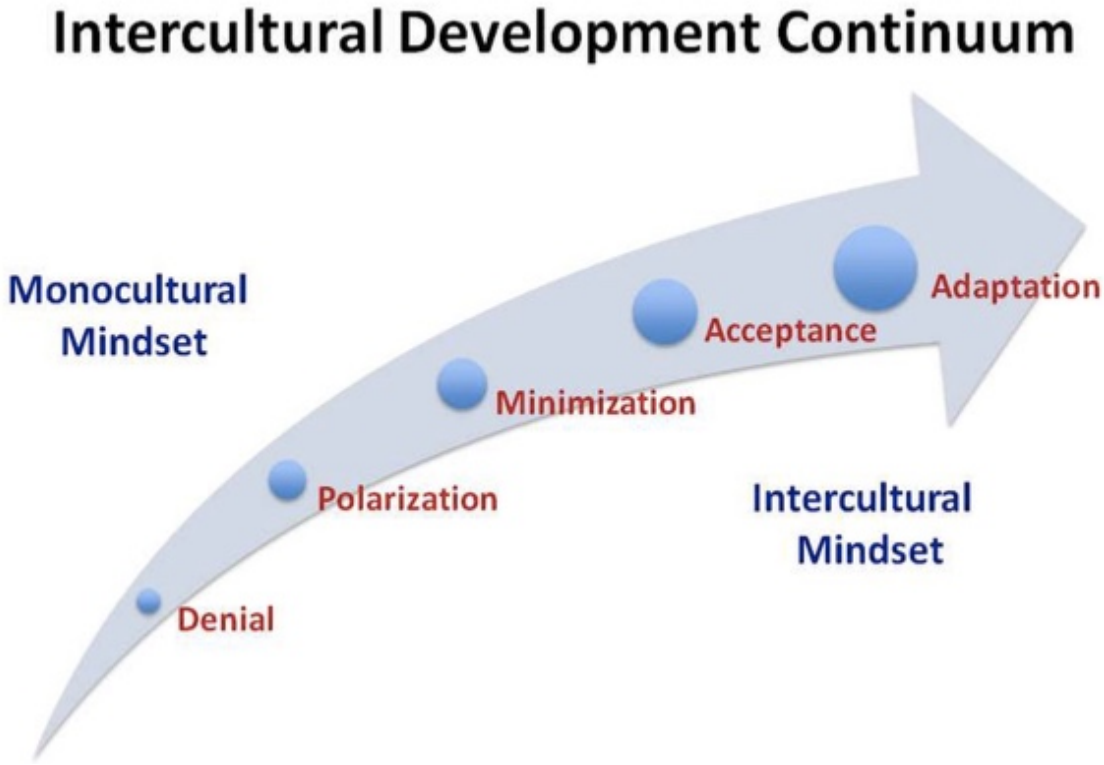
- Who am I as a leader?
- How do I set and meet professional goals relating to diversity, inclusion, and intercultural competencies?
- How have I grown this year within this professional learning community? What evidence can I share publicly with others in terms of my own leadership innovations and promising practices?

Connecting Back to March

ICC Handout 11

1. What did you learn about yourself in taking the IDI?

2. How do you make sense of your own intercultural competencies both in terms of your strengths and your areas for growth?



Triad Activity

"Know thyself." -Plato

1. Form Triads

2. You will be facilitated to have 3 minutes for each triad member to share your responses to the prompts below. Listen for the signal as each person will have 3 minutes to share their thinking.

- ? What did you learn about yourself in taking the IDI?
- ? How do you make sense of your own intercultural competencies both in terms of your strengths and your areas for growth?

3. Share as a full group.

Setting Professional Goals Relating to Diversity, Inclusion, and Intercultural Competencies

Understanding Culture As…

The starting point for all intercultural efforts is an understanding of what is meant by culture, a concept with many definitions. There are two ways of thinking about culture.

Objective vs. Subjective Culture

Objective Culture: The artifacts & institutions created by a group of people, reflected in such areas as art, architecture, literature, dance, holidays, and collective history.

Subjective Culture: Patterns of interpretations (values, beliefs, perceptions) and behavior learned from one's group that guides individual and group activity. The IDI measures the degree of subjective culture competence.

-Mitchell R. Hammer – Intercultural Development Inventory

Setting Professional Goals Relating to Diversity, Inclusion, and Intercultural Competencies

Diversity – The Who

Diversity can be understood to mean "the mix of differences *that may make a difference* in an interaction:

- individual to individual,
- individual to group/organization,
- organization to organization)."

Differences that may make a difference always depend on the context.

The IDI focus is on understanding "patterns of difference" between different social communities and how the normative systems of these different communities are reflected in how individuals from those communities interpret and act in the world. Because of their potential to negatively impact human communication and interaction, some of these patterns may be thought of as "differences that make a difference."

Diversity is the "mix of differences"... ***"The Who"***

-Mitchell R. Hammer – Intercultural Development Inventory

Setting Professional Goals Relating to Diversity, Inclusion, and Intercultural Competencies

Differences that may make a difference always depend on the context. So we should ask: "Make a difference related to what?" In most situations this question can be answered by looking at 5 areas:

1. ***The ability to meet individual or group goals*** - Does the difference impact someone's ability to reach their potential? Does it impact their ability to attain a leadership position? Does the difference impact how a group works together?
2. ***The ability to effectively meet intercultural challenges*** - Does the difference impact how someone is able to solve problems, resolve conflicts, provide leadership, facilitate team productivity, impart knowledge or skills to others?
3. **Safety -** Does the difference impact an individual's or group's sense of safety and security (mental and physical)?
4. **Cost -** Are the costs of ***not*** being more effective at navigating the difference high?
5. **Legality -** Are you (or the organization) in compliance with any relevant non- discrimination / equal-opportunity laws? Is the difference in question subject to any legal oversight?

-Mitchell R. Hammer – Intercultural Development Inventory

Setting Professional Goals Relating to Diversity, Inclusion, and Intercultural Competencies

Meeting "Diversity Goals" in an organization is usually assessed by looking at:

- representation
- promotion
- termination
- other quantitative demographic variables: "*How many people from group 'X' are in the organization and at what levels?*"

Questions for personal reflection regarding your school:

1. What are some differences that may make a difference in your organization?
2. How successful is your organization in meeting diversity goals? What actions has it taken?

Setting Professional Goals Relating to Diversity, Inclusion, and Intercultural Competencies

Inclusion – The What

Occurs when people are working together effectively, and their cultural experiences and differences ***feel valued and engaged***.

The terms **"D&I" (Diversity and Inclusion)** are used together because of the recognition that simply having diversity isn't enough; inclusion is also needed so that people can bring to the table their unique experiences, preferences, and strengths without sacrificing or minimizing core aspects of their identity, background, or perspective.

Inclusion is leveraging differences in a way that increases contributions and opportunities for all. Inclusion is the goal. Inclusion is... ***"The What"***

-Mitchell R. Hammer – Intercultural Development Inventory

Setting Professional Goals Relating to Diversity, Inclusion, and Intercultural Competencies

Inclusion is measured through outcomes such as:

- **climate surveys**
- **turnover rates**
- **grievances that have been filed**
- **conflict**

Questions for personal reflection regarding your school:

1. How do you and your organization measure the organization's level of inclusion?
2. What are some of the indicators of inclusion in your work or at your organization?

-Mitchell R. Hammer – Intercultural Development Inventory

Setting Professional Goals Relating to Diversity, Inclusion, and Intercultural Competencies

Intercultural Competence – The How

When there is a mix (diversity) of differences in how people interact and experience the world around them (culture), it requires the capacity to recognize, navigate, and bridge the complexities of individuals and groups (intercultural competency) if the goal is to ensure people feel valued and engaged (inclusion).

International and domestic cross-cultural outcomes are achieved through the development of intercultural competence — **the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities** (Hammer, 2009).

The development of intercultural competence involves gaining a more complex understanding of how one engages cultural diversity — as reflected in two areas, which we will use for goal setting today.

-Mitchell R. Hammer – Intercultural Development Inventory

Setting Professional Goals Relating to Diversity, Inclusion, and Intercultural Competencies

Intercultural Competence and Goal Setting

Deeper cultural self-understanding

How one makes sense of and responds to cultural differences in terms of one's own culturally learned perceptions, values, and practices)

Deeper cultural other-understanding

Different ways people from other cultural groups make sense of and respond to cultural differences

Intercultural competence development is accomplished through the intentional integration of commonalities and cultural differences.

-Mitchell R. Hammer – Intercultural Development Inventory

Setting Professional Goals Relating to Diversity, Inclusion, and Intercultural Competencies

A balanced focus on identifying and establishing accurate commonalities (e.g., in goals, needs, interests, motivations) can produce a shared experience and shared focus in our organizations.

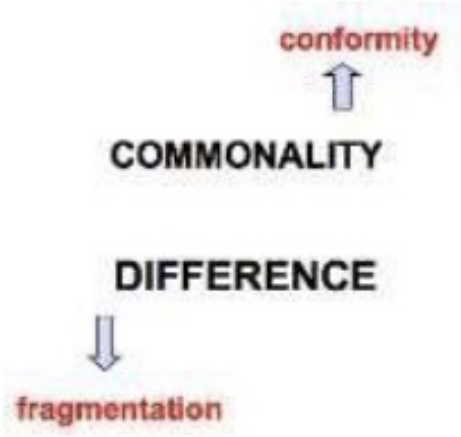
A balanced focus on valuing our differences can produce innovation (e.g., new ideas, practices, values) because culturally different perspectives and practices contribute to the life of the educational institution or organization.

-Mitchell R. Hammer – Intercultural Development Inventory

Setting Professional Goals Relating to Diversity, Inclusion, and Intercultural Competencies

An overemphasis on commonalities across cultural diversity can produce conformity in organizations.

An overemphasis on difference across cultural diversity can produce fragmentation.



-Mitchell R. Hammer – Intercultural Development Inventory

Setting Professional Goals Relating to Diversity, Inclusion, and Intercultural Competencies

Intercultural development focuses on eliminating interpretations and behavior based on biases and stereotypes while increasing interpretations and behavior based on cultural generalizations and frameworks.

Stereotypes are evaluative, overgeneralized personal traits assigned to a group. Stereotypes support less complex perceptions and experiences of cultural differences and commonalities.

Generalizations are neutral, relative descriptions of a group's dominant preferences. Generalizations support more complex perceptions and experiences of cultural differences and commonalities.

-Mitchell R. Hammer – Intercultural Development Inventory

Partner Activity

Shared Goal Setting

1. Form Pairs

2. Spend a few minutes reviewing **page 10** of your Intercultural Development Plan – **Goal Setting**.

3. Work together discussing and writing two individual goals for each partner in these areas:

- **Deeper cultural self-understanding** - How one makes sense of and responds to cultural differences in terms of one's own culturally learned perceptions, values, and practices)
- **Deeper cultural other-understanding -** Different ways people from other cultural groups make sense of and respond to cultural differences

4. Share as a full group

Setting Professional Goals Relating to Diversity, Inclusion, and Intercultural Competencies

Intercultural Stress Points

The next step is to identify those work-related, personal, social or community challenges or situations you are facing or will be facing in which cultural differences and commonalities "make a difference".

These challenges or situations should be related to your goals.

One way to think about these situations is to think of them as *intercultural stress points* where you are challenged to be more effective around cultural differences.

-Mitchell R. Hammer – Intercultural Development Inventory

Setting Professional Goals Relating to Diversity, Inclusion, and Intercultural Competencies

Intercultural Stress Points

Identify 3-5 intercultural stress points that you find challenging in effectively responding to cultural differences.

These intercultural stress points should describe situations you face that you believe interfere with your effectively accomplishing our IDI goals.

How do these stress points act as barriers to you being as effective as you'd like to be?

Consider factors over which you have some control and the removal of which would enhance your capability in navigating cultural differences and commonalities

Beginning Intercultural Development Planning

Spend a few minutes reviewing your individualized Intercultural Development Plan Activities Pages, beginning on **page 12** of your Intercultural Development Plan.

1. Highlight one activity you plan to complete today.
2. *Star one more activity you plan to complete next week.
3. ☑Check 3 more activities you plan to complete before the school year ends.
4. Ask 1-2 colleagues to set a date to check back in with you on your progress both at the beginning of June and end of June.

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My Defining Problem of Practice This Year

What has been my **defining problem of practice** this year that I would like to make **public**?

A Problem of Practice…

- Focuses on the instructional core
- Is directly observable
- Is actionable (is within the school/district's control and can be improved in real time)
- Connects to a broader strategy of improvement (school, system)

Reflect, Write, Share with a colleague.

City, E. A., Elmore, R. F., Fiarman, S. E, and L. Teitel. (2009). Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning. Cambridge, MA: Harvard Education Press.

Seeing and Reseeing My Theory of Action

What is your theory for change at your school?

If I/we as the building leader(s) ….

Then teachers/adults in my/our school building will be able to...

So that student learning/achievement will…

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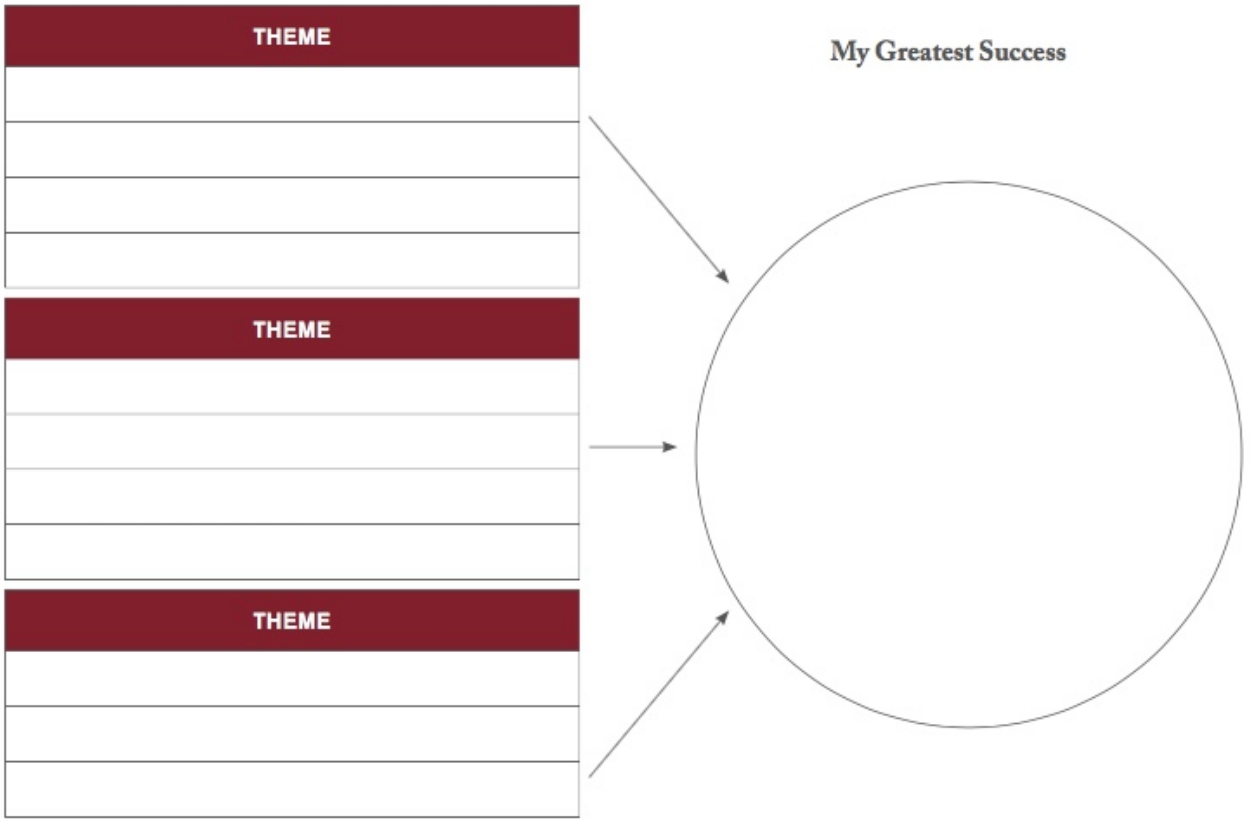
Reflect, Write, Share with a colleague.

Naming My Leadership Assets & Impacts – Innovation and Promising Practices



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Reflect, Write, Share with a colleague.

Lighting the Way for Others

1. Share your light with others – What is your innovation or promising practice?

2. Recognize one of your colleagues for her innovation or promising practice – what have growth have you seen in terms of personal leadership, school culture, adult capacity, or student learning and achievement?

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Reflect, Write, Share with a colleague.

Session Evaluation Link Sent Via Email

Reflective Evaluation – Session 8

Session Slides & Resources:
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