# Outcomes and Agenda

Outcome:

To understand how the 6 Working Geniuses and IROD frameworks can work together with the Tools of Cultural Proficiency to create a culture of belonging in which each and every student, staff and community member is able to discover their possibilities and thrive.

Agenda:

- Explore the definition of Culture
- Understand the Belonging Matrix
- Understand how the tools of Cultural Proficiency, Robert Dilts Logical Levels of change, the 6 Working Geniuses and IROD work together to create spaces of inclusion
- Time to continue action planning
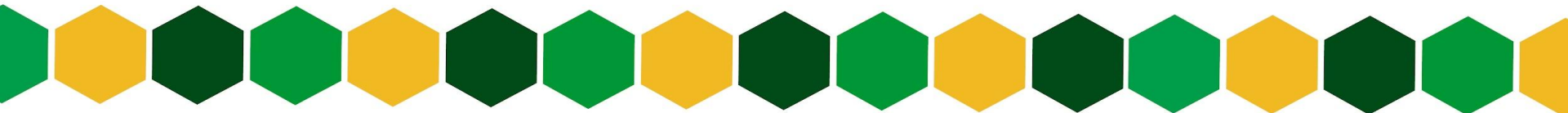
Culture

Edward Taylor's definition serves as the foundation for most sociological and anthropological ideas about culture

"That complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society." Taylor 1871

Material Culture
Concrete and tangible

Non-Material Culture
Consists of the words people use; habits they follow; ideas, customs and behaviors

Race/Ethnicity vs. Culture

|	
Ethnicity is the fact or state of belonging to a social group that has common national or cultural tradition	Culture is the ideas, customs, and social behavior of a particular group of people
Race is related to biological variation of mankind and can sometimes be determined by physical appearance	Culture can not be identified based on appearance. It is represented mostly in material items and non-material behaviors
Ethnicity is biologically inherited	Culture is socially acquired
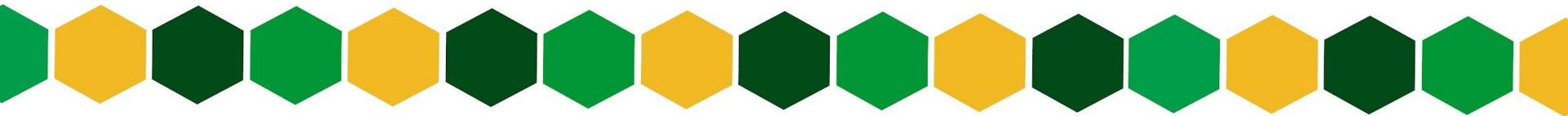
Normative Culture
The prevailing set of values, beliefs, practices, and norms that hold the most influence within a society shaping expectations; it is widely accepted and considered the norm.

Belonging and Inclusion Matrix
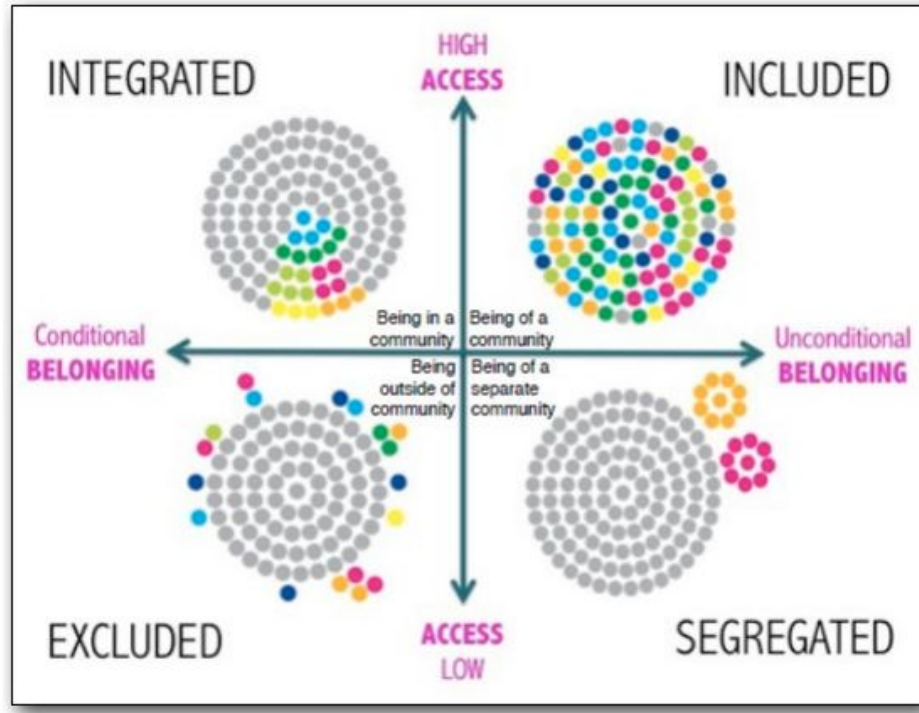
NESTED LEVELS OF LEARNING

BEHAVIORS ← WHAT

CAPABILITIES ← HOW

VALUES/BELIEFS ← WHY

IDENTITY ← WHO

ENVIRONMENT

The 6 Types of Working Genius

Wonder — W

Discernment — D

Enablement — E

Invention — I

Galvanizing — G

Tenacity — T

IDEATION — ACTIVATION — IMPLEMENTATION
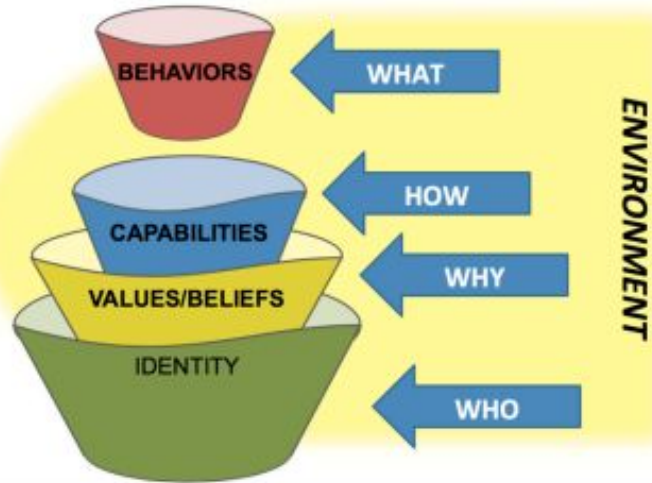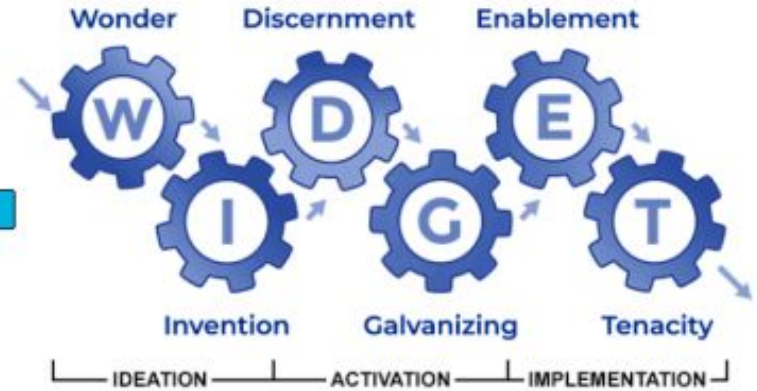
LEADERSHIPNOW

©2022 The 6 Types of Working Genius by Patrick Lencioni
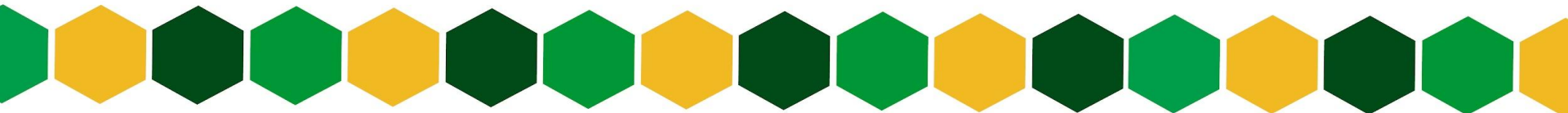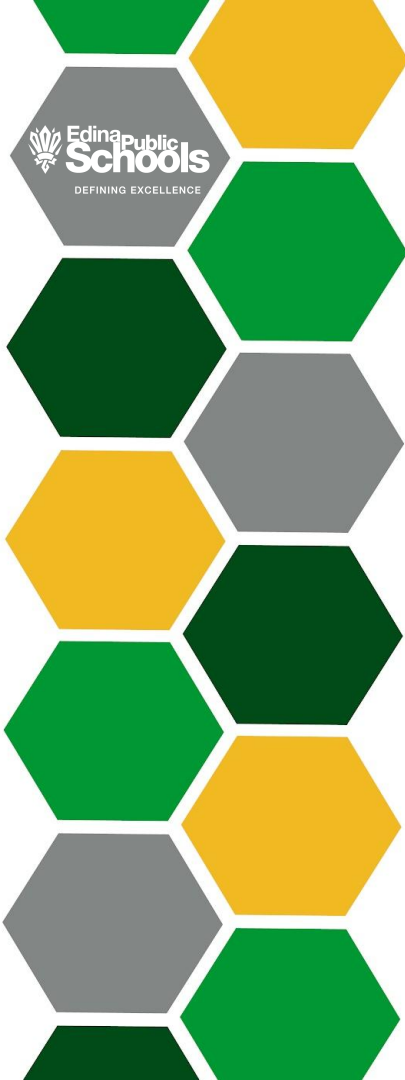
Robert DILTS levels of Learning and Change	5 Geniuses	Levels of Change	Guiding Question
Identity	Ideation	Transformation	Who are we: **Edina Schools - Defining Excellence**
Values & Beliefs			What do we believe: **Edina Public Schools is a dynamic learning community delivering educational excellence and preparing all students to realize their potential and learn**
Capabilities	Activation		How will we develop and use the skills we have
Behaviors	Implementation	Doing	In what specific behaviors will I engage
Environment			What do we need to begin

Table 4.2   The Conceptual Framework for Culturally Proficient Practices

The Five Essential Elements of Cultural Competence

Serve as standards for personal, professional values and behaviors, as well as organizational policies and practices:

- Assessing cultural knowledge
- Valuing diversity
- Managing the dynamics of difference
- Adapting to diversity
- Institutionalizing cultural knowledge

Informs

The Cultural Proficiency Continuum portrays people and organizations who possess the knowledge, skills, and moral bearing to distinguish among healthy and unhealthy practices as represented by different worldviews:

Unhealthy Practices:	Differing Worldviews	*Healthy Practices:*
• Cultural destructiveness		• Cultural precompetence
• Cultural incapacity		• Cultural competence
• Cultural blindness		• Cultural proficiency

Informs

Resolving the tension to do what is socially just within our diverse society leads people and organizations to view selves in terms Unhealthy and Healthy.

Barriers to Cultural Proficiency	E t h i c a l T e n s i o n	**Guiding Principles of Cultural Proficiency**
Serve as personal, professional, and institutional impediments to moral and just service to a diverse society by		*Provide a moral framework for conducting one's self and organization in an ethical fashion by believing the following:*
• being resistant to change, • being unaware of the need to adapt, • not acknowledging systemic oppression, and • benefiting from a sense of privilege and entitlement.		• Culture is a predominant force in society. • People are served in varying degrees by the dominant culture. • People have individual and group identities. • Diversity within cultures is vast and significant. • Each cultural group has unique cultural needs. • The best of both worlds enhances the capacity of all. • The family, as defined by each culture, is the primary system of support in the education of children. • School systems must recognize that marginalized populations have to be at least bicultural and that this status creates a distinct set of issues to which the system must be equipped to respond. • Inherent in cross-cultural interactions are dynamics that must be acknowledged, adjusted to, and accepted.

|		Anything Else? Right now each level uses something different based on the level of detail needed for action steps.
I		
R		Anything Else?
O		Anything Else?
D		Anything else?
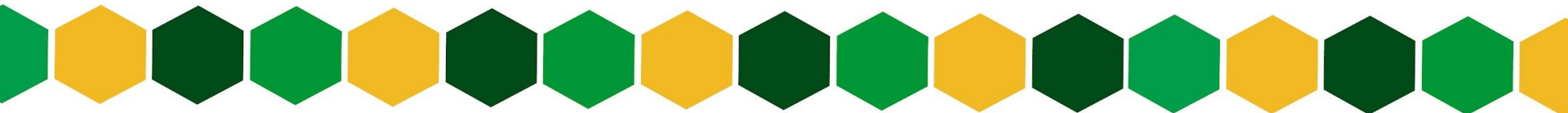
4 Unique Tools - The Barriers

Caveats that assist in responding effectively to resistance to change.

- ○ *Being Resistant to Change,*

- ○ *Being unaware of the need to adapt*

- ○ *Not acknowledging systemic oppression, and*

- ○ *Benefiting from a sense of privilege and entitlement*
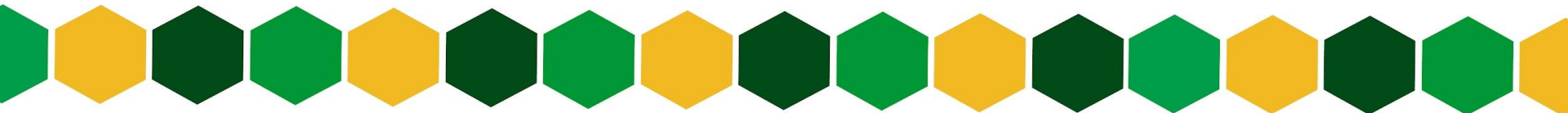
4 Unique Tools - The Guiding Principles

Underlying values of the approach.

- Culture is a predominant force in society.
- People are served in varying degrees by the dominant culture.
- Diversity within cultures is vast and significant.
- Each cultural group has unique cultural needs.
- The best of both worlds enhances the capacity of all.
- The family, as defined by each culture, is the primary system of support in the education of children

- School systems must recognize that marginalized populations have to be a least bicultural and that this status creates a distinct set of issues to which the system must be equipped to respond.
- Inherent in cross-cultural interactions are dynamics that must be acknowledged, adjusted to, and accepted.

4 Unique Tools - The Continuum

- Language for describing both healthy and non-productive policies practices and individual behaviors.

Cultural Proficiency Continuum

Unhealthy ← ← ← → → → Healthy Practices

Cultural Destructiveness
Seeking to eliminate vestiges of others' culture

Cultural Proficiency
Commitment to lifelong learning in serving the needs of cultural groups.

Behaviors Never People

4 Unique Tools - The Essential Elements

Five behavioral standards for measuring and planning for growth toward cultural proficiency.

- ○ *Assessing Cultural Knowledge*

- ○ *Valuing Diversity*

- ○ *Managing the Dynamics of Difference*

- ○ *Adapting to Diversity*

- ○ *Institutionalizing Cultural Knowledge*
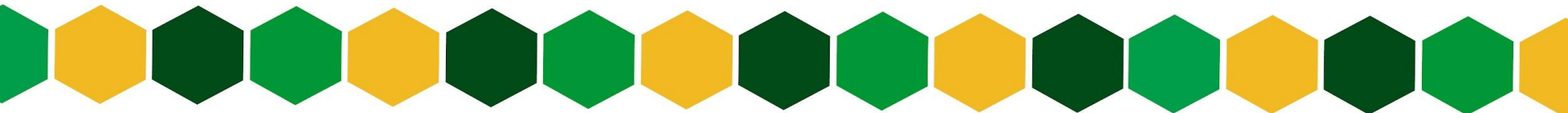
IROD	Tools of Cultural Proficiency
I	Presentation of Facts
R	Barriers and Guiding Principles
O	The Continuum
D	The Essential Elements
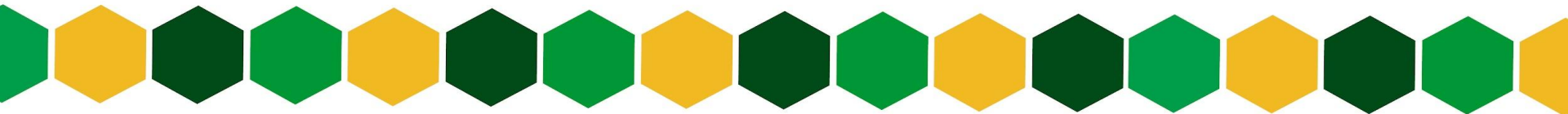
Specific: What exactly do you want to achieve?
We will equip principals/leaders with the skills necessary to take ownership of CPSS in their respective buildings.

Measurable: How will I track progress?
We will administer a pre and post-reflection to all instructional leaders. The depth of reflection will demonstrate how school leadership can change culture and prioritize changing adult practices.

Achievable: Is the goal realistic within your timeframe and resources
Monthly instructional leadership meetings.
Created teacher and principal rubric.
Most principals have received initial training on CPSS.
Cultural competence will be braided into the leadership skill sets principals already have.

Aligned: Identify one or more of the Leadership Behaviors

The leader proactively manages, leverages, and facilitates productive dialogue across diverse perspectives to resolve conflict, drive innovation, and forge new, complex agreements to transform the organization.

The leader cultivates a culture of belonging that leads to continuous improvement characterized by systemwide accountability, rigorous standards-based instruction, and equitable outcomes for all students.

Time-Bound: When will you complete this action item? Set a specific deadline.
(set a realistic and achievable timeframe)
Dates for Instructional meetings

Action Items: What's the first concrete step you'll take to get started
(a specific action you'll complete by a certain date)

1. *Sept 3rd - introduce the action plan, principals complete pre-assessment*
   a. *Round 1 Coaching 10/10 through 11/1*
   b. *Round 2 Coaching 11/11 through 12/20*
   c. *Round 3 Coaching 2/10 through 2/28*
   d. *Round 4 and Final Coaching 3/17 through 4/25*

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DEFINING EXCELLENCE