

“The Proof is in The Pudding”

A presentation on

Cultural Responsiveness for Cultural
Organizations and Curricula Planners

Workshop Objectives

- To learn (some) principles of Culturally Relevant/Responsive Teaching (CRT) as defined by Gloria Ladson-Billings and Geneva Gay
- To learn (some) principles of Culturally Relevant/Responsive Programming (CRP)
- To assess the cultural responsiveness of our programs
- To discuss the implications of CRP for our organizations

Definitions for our Workshop

- **Community**
- **Culture**
- **Cultural Responsiveness**
- **Cultural Responsive Teaching**
- **Culturally Responsive Programming**

A Definition for Community

- Within this presentation, community is being defined as the group(s) of people your organization services.
- Examples: K-12 student population, professional artists, the elderly, the homeless...

A Definition for Culture

- Culture is the customary beliefs, traditions, values, material traits, expectations and norms of a group.
- It reflects the way people give priorities to goals, how they behave in different situations, and how they interact within their world and with one another.
- People experience/engage with their social environment through their culture.
- Culture can be transmitted from generation to generation.
- Persons from the same racial group can be cultured differently.



**What is
Cultural Responsiveness?**

- A tool to ensure the inclusion of various points of views and experiences.
 - It often requires that those in a position of power take stock of their role in society and the advantages that may come with it.
 - It also encourages the learning and understanding of other groups to foster respect, trust, and inclusion of that understanding in every step of decision-making.
 - This includes the recognition of demographic, sociopolitical, and other contextual characteristics. (McBride 2011, Hood et. al, 2015).



**What is
Culturally Responsive Teaching?**

According to scholar Gloria Ladson-Billings,
Culturally Responsive Teaching (CRT) is:



An approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impact knowledge, skills and attitudes.

Gloria Ladson-Billings, Ph.D.

In her 1994 book *The Dreamkeepers*, Ladson-Billings, further defined CRT as possessing these nine principles:

- Communication of High Expectations
- Active Teaching Methods
- Teacher as Facilitator
- Inclusion of Culturally and Linguistically Diverse Students
- Cultural Sensitivity
- Reshaping the Curriculum
- Student-Controlled Classroom Discourse
- Small Group Instruction and Academically-Related Discourse

CRT: Characteristics Chart

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Figure 1.1: Characteristics of Culturally Responsive Instruction

Empowers students to...	Incorporates student culture in...	Creates classroom contexts that...
<ul style="list-style-type: none">• Examine educational content and processes• Create and construct and deconstruct meaning• Succeed academically and socially• See contradictions and inequities in local and larger communities	<ul style="list-style-type: none">• Curriculum and teaching• Transcending negative effects of the dominant culture	<ul style="list-style-type: none">• Are challenging and innovative• Focus on student learning (and consequently academic achievement)• Build cultural competence• Link curriculum and instruction to sociopolitical realities

Source: *Urban Review*³¹

Culturally Responsive Curricula


- Can we create lessons that foster:
 - Student-Connectivity
 - The connection of the students with themselves, others and their community
 - Student-Integrity
 - This is ushered forth through the honoring of students, their culture and intellectual greatness



**What is
Culturally Responsive Programing
(CRP)?**

CRP Defined


For a program officer (director, manager, associate, coordinator) this might look something like embracing the various viewpoints of the community you serve and incorporating them into your design of programs and services (McBride 2011, Hood et. al, 2015).




**What Are the Characteristics of a
Culturally Responsive Program (CRP)
within Cultural Organizations?**

- It's a community-centered program, which means the cultural organization takes an active-interest in finding out how they can best serve their community's needs
- It's a program that's constantly being reexamine and tailored so that it best serves its community
- When creating and/or receiving a new program, investigate if and how it will best serve your community prior to implementing it.
- Be willing to learn, grow and re-envision.


Culturally Responsive
Programming (CRP) can...



change the way we think
about the cultures of others
and ourselves...



make us rethink the way we
understand history...



help us create relevant and
innovative curricula and
programming...



reconsider our prejudices and
biases...

The background is an abstract, textured composition of warm colors, primarily yellows and oranges, with some darker, muted tones. The texture is reminiscent of layered paper or a watercolor wash. A faint, stylized map of the United States is visible, particularly in the lower-left and central areas, rendered in a light, almost translucent yellow. The text "shift our cultural-mapping..." is positioned in the lower-left quadrant, written in a clean, black, sans-serif font.

shift our cultural-mapping...

Workshop Activity

First Thoughts

5 minute individual exercise

Cultural Responsive Programming for Cultural Organizations

3 SIMPLE STRATEGIES

Engage Community Stakeholders

➤ Who

- Stakeholders could be members of the community who would be beneficiaries, community leaders, or others who are familiar working with the community and their needs.

➤ How

- Engaging stakeholders in the design and implementation of your programming

➤ Why

- This will allow the program is able to align its goals with what community members need.
- It helps to foster a stronger relationship with the community, and
- Allows for the program staff to better understand the realities of the intended beneficiaries and craft a program that will best fit their lives (Thana-Ashley Charles).

Engage Community Stakeholders

Real-World Example:

- Your organization received funding for the upcoming school year
 - Your organization created an art-integrated program that plans to take residency at a school for one academic year
 - Your only “community” consult is the Principal – who loves the program and wants it for his/her school
-
- Could this potentially be problematic?
 - Who else could engage to ensure this program is a good fit?
 - Why...Why Not?

Be Willing To Adapt Elements Of The Program Design

- Organizations often want to be evidence-based in their programming, since this approach increases the chances of success and best use of resources.
 - However, there's no uniform way to interact with a community.
 - A willingness to adapt curricula and program designs and tools provides the best service for your community.
 - If the ultimate goal is to improve the lives of the beneficiaries, at times, willingness to make adjustments will better enable the program to do that.

Be Willing To Adapt Elements Of The Program Design

Real-World Example

- Due to the emergence of televised dance shows, reality-shows and social media platforms (Instagram, Youtube, VIMEO etc), the interest in dance as a academic discipline is peaking.
- Yet, your enrollment numbers are declining.
- Currently, your program is situated in a culturally-diverse community but only instructs students in improvisation and ballet. You would like to reach the community in which your school resides.
 - What should you do?

Reflect Continuously

It is important to think of cultural responsiveness as a continual process. Just because a program is culturally responsive at present, does not mean that it will not eventually have to shift in order to maintain that responsiveness as clients' realities and needs may change over time.

Real-World Example:

- In addition to assessing whether a program is culturally responsive, an organization conducts routine internal assessments to see which community members the program is and is not working for. They use this information to find commonalities among those groups and identify further areas of improvement to make the program even more inclusive of all community members.

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A Thinking Job...

What are the implications for your organization to create a culturally responsive school environment?

- Obstacles?
- Challenges?
- Benefits?

Workshop Activity # 2:

Group Collaboration

20 minute small group exercise & Discussion

A Place to Begin...

- Get to know the research
- Be honest about where you are as a school or organization
- Let the research inform your decision-making process
- Implement realistic (time-bound, measurable goals)
- Follow-up and follow through with professional development and periodic assessment

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- Seven Core Themes of the Culturally Responsive Arts Education
- **4 Tips for Culturally Responsive Programming**
- Posted on [December 16, 2016](#) by [Thana-Ashley Charles](#)
- ...https://www.tccgrp.com/blog/4-tips-for-culturally-responsive-programming/Initiative*...http://www.heinz.org/UserFiles/File/CRAE_CoreThemesFINAL.pdf