



# *RUSD Parent Session:*

*21<sup>st</sup> Century Students Need 21<sup>st</sup> Century Skills*



Facilitated by:

**Robert Greene, Ed.M.**  
Senior Consultant with





# Mission

Together we provide our children with extraordinary opportunities to enlighten their minds, inspire their hearts, and strengthen their resolve to positively impact the world.

*Nurture. Teach. Inspire.*



# Vision of a Reed Union School District Graduate

Motivated Learners  
Committed to  
Academic  
Excellence

Creative Problem  
Solvers

Effective  
Communicators

Engaged Citizens

Balanced  
Individuals/Best Self



# Simple Definitions

Diversity – references the differences that exist in a community

Inclusion – references the experiences that people have around their differences





# Simple Definitions

Cultural Competency – references the skill set that allows us to facilitate experiences of inclusion from a context of difference

Equity – refers to applied cultural competency that results in inclusive experiences across cultural and organizational systems

# Diversity outperforms sameness...



Dr. Scott Page, Professor & Author



# Why Diversity ...

## Diversity outperforms sameness...

### *Cognitive Diversity/Diversity of Thought*

- Differing ways of looking at the world, interpreting experiences, solving problems and predicting future possibilities work together to produce a distinctive mental tool set.

### *Identity Diversity*

- Variety of cultural and ethnic backgrounds often correlate with more creative and effective solutions than other types of identity diversity.

### *Preference Diversity*

- Interest groups tend to compete with one another and fight to get their needs met. Thrown together, they're often not communicating well but still battling over fixed positions. Drawn into an inclusive environment, they learn to collaborate.

## *Four Dimensions to Diversity of Thought ...*

- ***Diverse perspectives:*** people have different ways of representing situations and problems
- ***Diverse interpretations:*** people put things into different categories and classifications.
- ***Diverse heuristics:*** People have different ways of generating solutions to problems.
- ***Diverse Predictive Models:*** Some people analyze the situation. Others may look for the story.



# What the research says...

- Socializing with individuals of different ethnic, cultural or religious backgrounds contributes positively to a student's cognitive and academic development, intellectual self-confidence and self-esteem.

- Diverse learning environments enhance a student's complex critical thinking abilities.

- Students in diverse classroom settings showed growth in intellectual development, motivation, academic skills, scoring, standardized tests scoring and grade point averages.

# What the research says...

Sustained inclusive environments result in improved student relationships, positive retention of underrepresented groups and promotion of student involvement within schools.

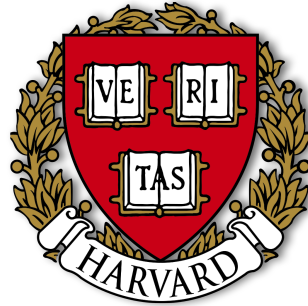
The positive relationships that are fostered in inclusive learning environments reflect and allow for greater student awareness and commitment to social responsibility.

Valuing students as learners, with a curriculum emphasis on diversity, aids them in appreciating a broad range of abilities, perspectives and talents. This curriculum diversity can result in positive inter-group relations and curricular practices.

# Leading Universities



"Princeton's mission requires that we create a community that is diverse, inclusive and equitable," said President Christopher Eisgruber (when serving as Provost).



Harvard's Office of the Senior Vice Provost for Faculty Development & Diversity is committed to developing strategies for making Harvard a more inclusive environment in which excellence and diversity are understood as integral to our mission.



"We believe that the richness of our backgrounds, cultures, talents and interests has made Stanford University one of the world's leading research and teaching institutions", John Hennessy, President.



# Leading Organizations ...

Forbes examined the stock performance of the 26 publicly-traded companies headed by the women on the 2010 “Power Women 100” list and found that as a group, they outperformed the overall market- companies dominated by male chief executives – by 28%, on average, and topped their respective industries by 15%. “Why Diversity Matters” Catalysts 2010

The benefits of diversity to IBM’s bottom line have been dramatic. With more women and minorities in its management ranks, IBM has sharply increased the amount of business it does with the growing number of small and midsize minority- and women owned companies in the U.S. This niche accounted for more than \$300 million in revenue in 2001, up from \$10 million in 1998. “Why Diversity Matters” Catalysts 2010

Paving the Path to Performance examines how inclusive leadership is critical for successfully leveraging diverse human capital to improve performance. The results of this study suggest that inclusive leaders can also help the bottom line.

•Lisa H. Nishii and David M. Mayer, “Paving the Path to Performance: Inclusive Leadership Reduces Turnover in Diverse Work Groups,” ILR School (Industrial and Labor Relations), Cornell University (February 2010).



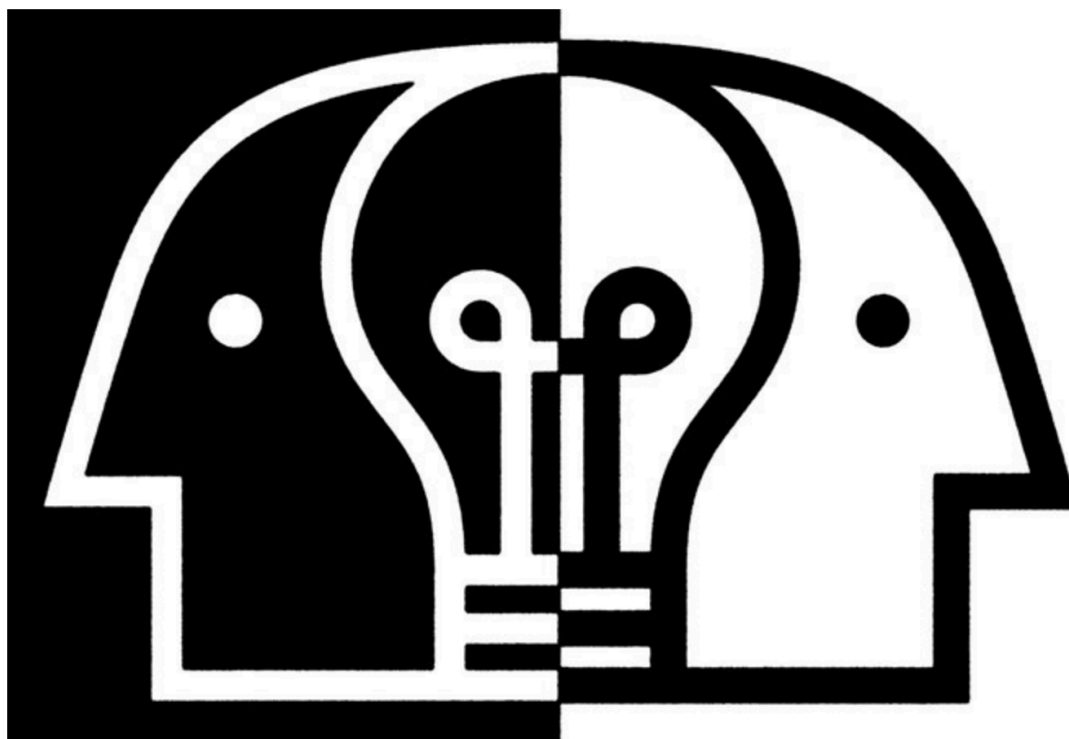
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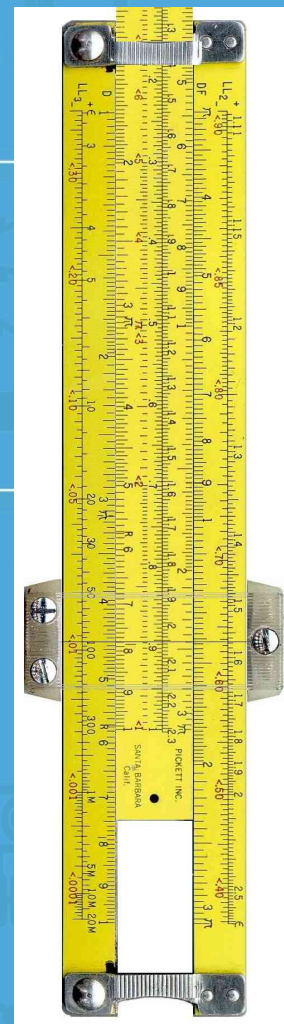
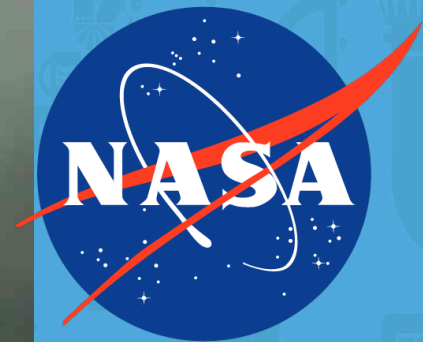
## Diversity Makes You Brighter

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By SHEEN S. LEVINE and DAVID STARK DEC. 9, 2015









# Diversity, Inclusion, and Cultural Competency

How frequently do you incorporate in conversation and experience real-life instances of diversity, inclusion, and cultural competency in your homes, in your families, in your social networks, and in your profession? How do you prepare to do so with increasing effectiveness?



# What is cultural competency?

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The application of knowledge, awareness, and skills that lead to effective outcomes.

These outcomes result in respectful, inclusive, and equitable relationships, policies, and systems.

# The Four Elements of Cultural Competency

A Focus on Learning about the **Cultures Of Others**

A Focus on **Skill Development**

A Focus on **My Cultures**

A Focus on Fighting for Social Justice & Equity as tools to **Counter Oppression**





# 13 Skills for Culturally Competent Communication

✓ = I am strong. + = I want to improve. ○ = the skill(s) I want to see more @ RUSD.

1. Greet others genuinely and make an effort to pronounce their name accurately.
2. Use “I” Statements.
3. Listen to Understand vs. Listen to Respond.
4. Accept the speaker’s viewpoint as true for the speaker.
5. Consistently operate in a “learner” mindset seeking to gain and reflect on a 360° view.
6. Manage both “intent” and “impact.”
7. Accept working through conflict to its resolution as a catalyst for learning.
8. Put your stake in the ground; be open and willing to move it.
9. Lean into discomfort. Give space and grace, and be willing to have the tough, candid, and caring conversations.
10. Be willing to admit mistakes and identify areas of growth.
11. Get to know more than the metaphorical 10% of identity you see by increasing your knowledge, skills, and abilities in the areas of diversity, countering oppression, and building inclusion.
12. Seek to continually raise the bar for yourself, for others, for your organization(s), and for the communities you serve.
13. Celebrate Successes & Have Fun!

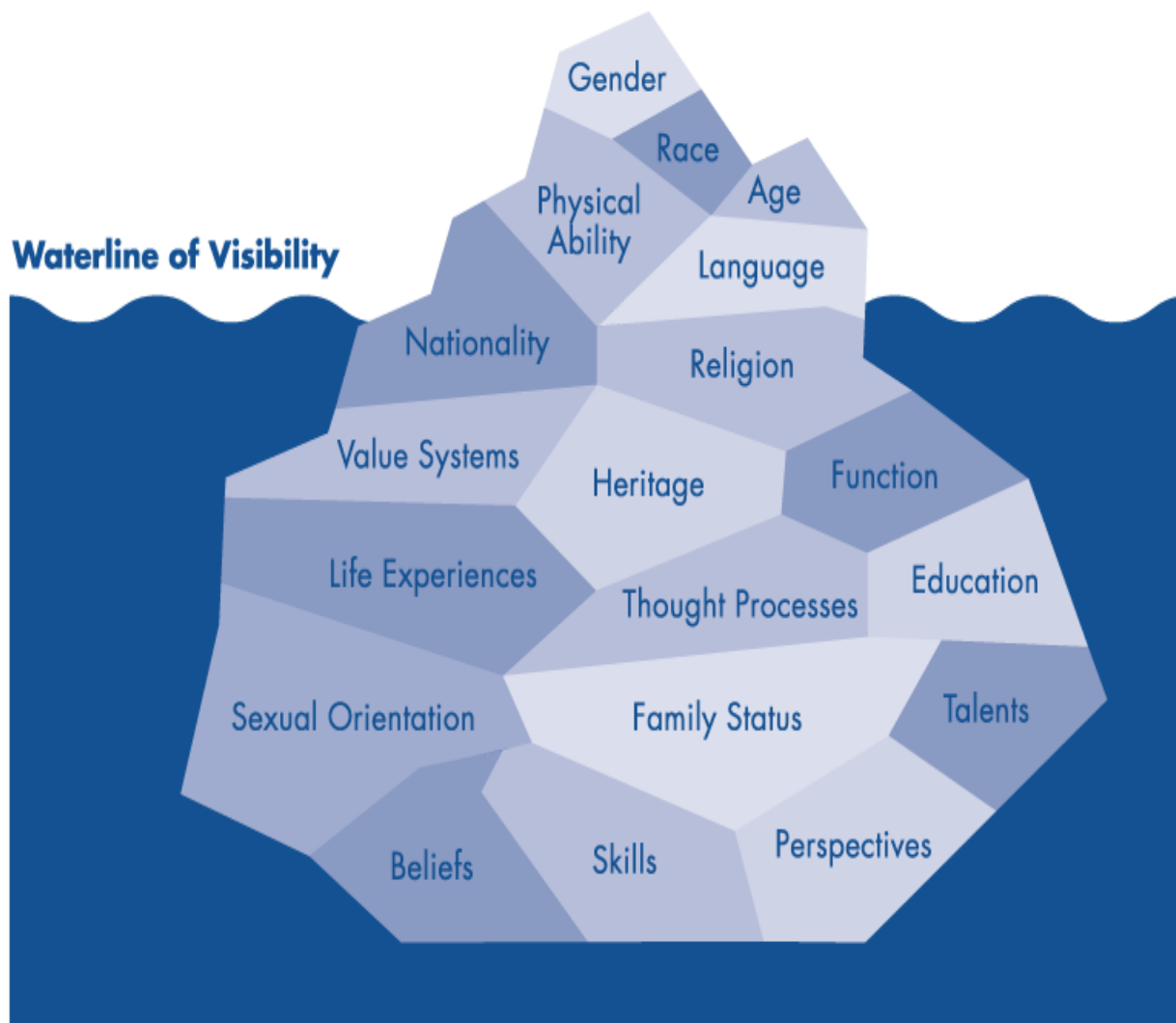




# Ten Things Teachers and Parents Can Do

1. Increase your understanding of the complexity of prejudice, discrimination and oppression. Learn what it looks like in your student's/child's generation.
2. Don't ignore it. Hold the difficult conversations.
3. Create a safe environment. Listen and believe.
4. Teach your student/child how to learn about culture below the iceberg. Don't be "color blind" or "culture blind."
5. Build pride in and learn about the many cultures you belong to.
6. Develop diverse relationships and present diverse leaders.
7. Consistently speak up against the use of slurs.
8. Discuss intent and impact.
9. Help your student/child manage slurs towards themselves and others.
10. Be a role model.

# Iceberg Theory of Culture



Gender/  
Gender  
Identity



Age



Mental  
Functioning/  
Style



Race



Religion/  
Spiritual  
Beliefs



National/  
Regional  
Identity



Ethnicity



# SOCIAL IDENTITY GROUPS



Single/Married/  
Partnered  
Children/No Children



Class



Physical  
Functioning/  
Appearance



Language



Sexual  
Orientation



Education



Identify 5 groups you belong to which play the biggest parts in making up who you are and defining your identity.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



How are these most salient facets of your identity commonly portrayed in the larger culture: images, characteristics, definitions, etc.?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



Identify 5 groups you belong to which are most affirmed by the culture in the Reed Union District.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



# Levels of Understanding Diversity





# ONE-UP



See individual acts

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Blind to “group-ness”

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Privilege/advantage is invisible

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Create the system from their own beliefs,  
viewpoints, values, etc.

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Give stay-in-line messages to members of both  
groups in order to maintain status quo

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Focus is on: intent, “don’t be a victim,” how far  
we’ve come

# ONE-DOWN



See patterns of behavior

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Well aware of “group-ness”

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Disadvantage is well known

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Use one-up group’s standards to judge themselves

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Often need to collude to survive, not stand out

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Focus is on: effect/outcome, the “system,” how far  
we have to go



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**Any Questions?**





# RUSD Parent Session:

## 21<sup>st</sup> Century Students Need 21<sup>st</sup> Century Skills

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